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MATHEMATICA
Policy Research, Inc.

**Social and Character
Development Research
Program National
Evaluation**

*Supporting Statement for
Request for OMB Approval of
SACD Evaluation*

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**PAPERWORK REDUCTION ACT SUBMISSION
SUPPORTING STATEMENT**

Agency: U.S. Department of Education, Institute of Education Sciences (IES)

Title: Social and Character Development (SACD) Research Program National Evaluation

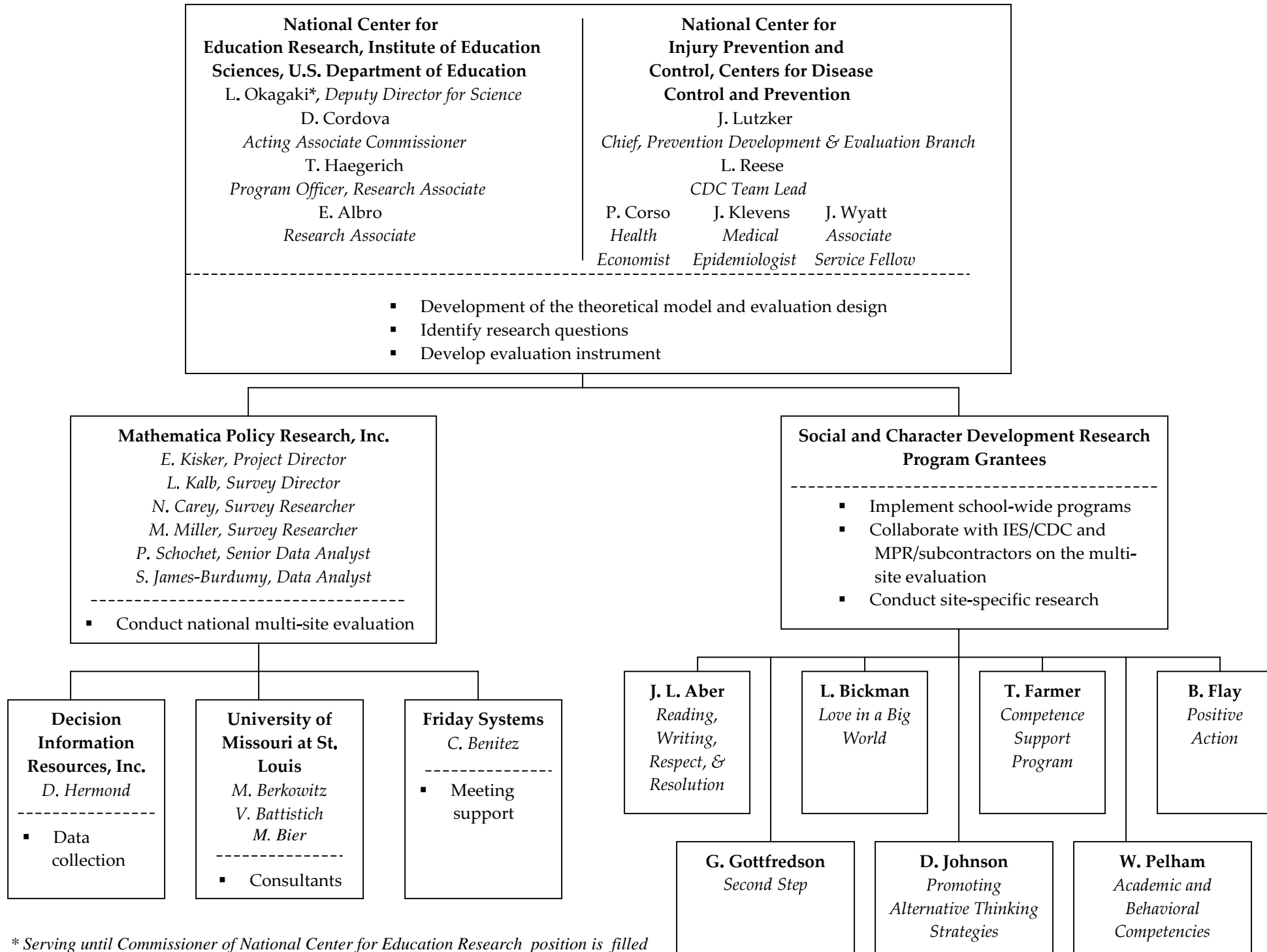
Child Report
Teacher Report Part I – Child Assessment
Teacher Report Part II – Background and Experience
School Staff Report
Primary Caregiver Report
SACD-Activities Observation Instrument
SACD-Activities Principal Interview
SACD-Activities Teacher Survey
School Records Request

A. JUSTIFICATION

This request for OMB clearance addresses data collection activities for the Social and Character Development (SACD) Research Program. The purpose of the SACD Research Program is to implement and evaluate school-based interventions designed to promote positive social and character development among elementary schoolchildren. Specifically, the program aims to increase positive behaviors, reduce negative behaviors, and ultimately improve children's academic performance. The research will determine, through randomized field trials, whether one or more social and character development program interventions produce meaningful effects among elementary schoolchildren. During FY2003, the Institute of Education Sciences, U.S. Department of Education funded seven grantees to examine SACD intervention programs across eight sites. Grantees under the SACD program are responsible for implementing one or more identified SACD programs and working with the national evaluator to facilitate collecting data at each site in the fall and spring of the third grade year, in the fall and spring of the fourth grade year, and the spring of the fifth grade year (see Figure 1 for an organizational chart of the program).

The *No Child Left Behind (NCLB) Act* of 2001, Pub. L. No. 107-110, 115 STAT.1425, enacts the Partnerships in Character Education program (administered through the Department's Office of Safe and Drug Free Schools) to support the design and implementation of instruction directed toward promoting aspects of character (such as citizenship, respect, and responsibility) to, in turn, improve the school environment. The legislation requires that education decision-makers base instructional practices and programs on scientifically based research. Such research has been limited, however; particularly, evidence from rigorous evaluations utilizing randomized experimental designs. In response to the need for rigorous evaluations of school-based programs that promote positive character development and reduce school violence and other antisocial

**Figure 1. Social and Character Development Research Program
Organizational Chart**



* Serving until Commissioner of National Center for Education Research position is filled

behaviors, the U.S. Department of Education's Institute of Education Sciences is supporting the SACD Program, in collaboration with the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

1. Circumstances Necessitating Collection of Information

During the past decade, an increasing number of school-based initiatives have been implemented to support positive social and character development, promote positive behaviors, prevent negative behaviors, and, ultimately, improve academic achievement. Fourteen states mandate character education and another fourteen have enacted legislation encouraging character education. In addition, 47 states and the District of Columbia had received Federal Character Education Partnership Grants as of 2002.

While many of these social and character development initiatives have shown promise, few rigorous evaluations of these school-based interventions have been conducted. Very little scientific evidence currently exists to enable administrators to identify effective programs. By subjecting the most promising interventions to scientific study, the SACD Research Program will make a significant contribution to knowledge of effective practices in the social and character development field. The SACD Research Program will also influence decisions that school administrators make about which interventions to adopt.

To meet IES/CDC's purpose of identifying effective strategies for enhancing elementary schoolchildren's social and character development, the study will provide evidence of the impacts the interventions have on the children they serve relative to the educational experiences prevailing in their communities. At each site, the grantee will randomly assign schools to two groups: (1) a treatment group in which the intervention is implemented, and (2) a control group that does not receive the experimental intervention. Children's progress, changes in school climate, and activities to promote social and character development will be evaluated

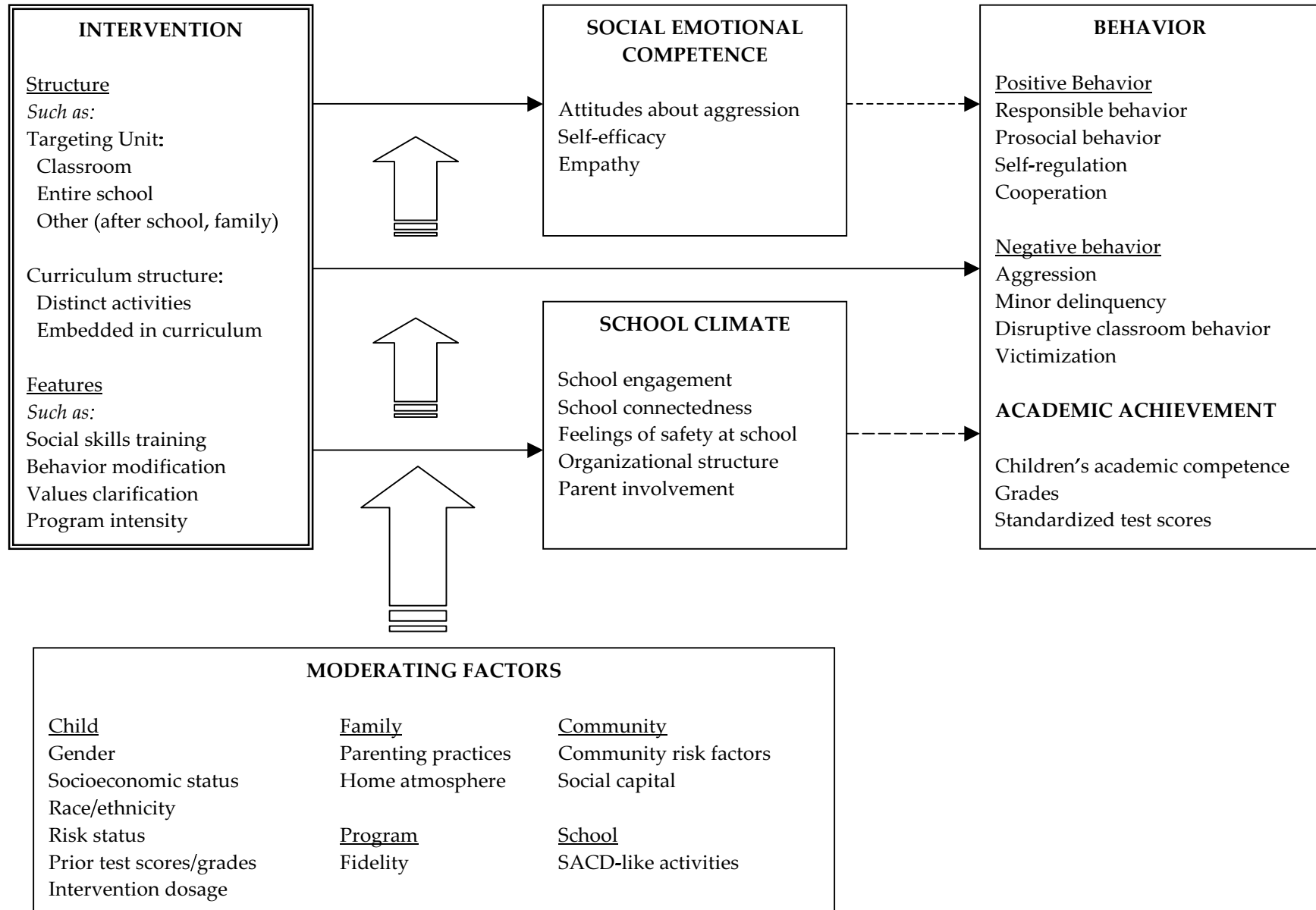
longitudinally through child reports, teacher reports on children in the study, teacher background surveys, other school staff surveys, principal interviews, primary caregiver reports, school records, and school observations. Baseline data will be collected in fall 2004. Impacts (treatment-control differences) will be assessed during (1) the spring semester of third grade (spring 2005), (2) the fall semester of fourth grade (fall 2005), (3) the spring semester of fourth grade (spring 2006), and (4) the spring semester of fifth grade (spring 2007). Because the interventions are school-wide, and to account for student mobility, IES is considering including in the study any *new* students who move into the treatment and control group schools during the follow-up period and who are in the same grades as the original sample members.

The theoretical framework depicting how variations in interventions may affect children includes both direct and indirect pathways of influence (Exhibit 1). In general, the interventions are expected to influence children's behaviors, both positive and negative, as well as academic achievement. The effects may be both direct and indirect through changes in children's social-emotional competence and the school climate. The extent to which each intervention's effects on children are direct or indirect will vary, depending on the specific intervention structure and features. The SACD interventions vary in their structure (for example, whether they focus on curricular changes or school climate as a whole) and specific features (for example, whether they include social skills training, behavior modification, and/or values clarification). A variety of child, family, and community characteristics are expected to moderate the effects of the interventions.

The measures that will be used in the multisite research program are designed to detect these effects. The multisite analyses will examine intervention elements that directly affect children's behavior and achievement, as well as the demographic factors that interact with intervention approaches and may also influence how the interventions have their effects. The analyses will

EXHIBIT 1

CONCEPTUAL MODEL FOR THE SACD EVALUATION



also examine the outcomes that may serve as mediators of the ultimate child outcomes, specifically, the social-emotional competence and school climate outcomes indicated in Exhibit 1. The study's three primary research questions will guide the multisite analysis:

1. ***What are the overall impacts of the SACD initiatives on student- and school-level outcomes across the seven programs combined?*** Which particular outcomes are most affected? How do impacts on students' attitudes, behaviors, and academic achievement change over time?
2. ***What works, for whom, and under what conditions?*** To what extent do impacts vary across subgroups defined by key structural elements and features of the interventions? To what extent do impacts vary across the interventions being implemented in each site? To what extent do impacts vary across subgroups defined by key student characteristics? Are impacts larger for those who receive a higher "dose" of the treatment than for those who receive a lower dose?
3. ***Are impacts on mediating outcomes consistent with impacts on longer-term student outcomes?*** What is the process by which the interventions influence students' behavior and academic achievement?

The first primary research question pertains to the SACD programs' overall impacts. Although the interventions differ across sites, it is of policy importance to examine the overall effectiveness of the social and character development initiatives funded under the SACD Research Program and to examine the particular outcomes the interventions are most likely to affect.

It is important to go beyond the overall impacts to examine what works, for whom, and under what conditions. Thus, the analyses will also examine the impacts of subgroups of similar interventions and impacts of the intervention programs on key subgroups of children. These analyses can provide important information to help improve those interventions and guide their expansion and development, as well as important information on whether and how to target the programs.

The third primary research question focuses on understanding the processes by which the interventions achieve positive outcomes. This information can help program staff focus

improvement efforts on program features that are most effective. It is especially important to determine which program features are highly correlated with longer-term, sustainable, positive outcomes.

To address these overall questions, specific data collection activities during each wave will include the administration of surveys to children, teachers, principals, and primary caregivers; school observations; and school record abstraction. Exhibit 2 provides a listing of each instrument and the key constructs and measures it includes. Appendix I provides normative and psychometric information on the instruments that will be used in the SACD data collection. Appendixes II-X include copies of the instruments. Appendix XI provides information on which measures require the permission of the original authors for use by others.

2. How, by Whom, and for What Purpose Information is to be Used

The purpose of the national multisite evaluation is to determine the overall efficacy of the SACD interventions that the seven grantees will be implementing in schools. The multisite evaluation will provide important information to determine which interventions lead to improvements in child outcomes. Specifically, the evaluation will determine which interventions support positive social and character development, promote positive behaviors, reduce negative behaviors, and, ultimately, improve academic achievement. Additionally, the multisite evaluation will identify specific program features that are linked to these impacts and assess under what conditions, and for which children, the interventions are effective.

Results from the multisite evaluation will provide school districts and education professionals with the information they need to make informed choices about which social and character development interventions to adopt. The results also will offer policymakers rigorous evidence for use in making decisions about program funding. The results of the multisite

EXHIBIT 2

COMPONENTS AND SOURCES OF DATA COLLECTION INSTRUMENTS

Instrument/Time	Components	Broad Construct	Source
Child Report	Normative Beliefs About Aggression	Attitudes about aggression	Huesmann, L.R., & Guerra, N.G. (1997). Children's normative beliefs about aggression and aggressive behavior. <i>Journal of Personality and Social Psychology</i> , 72, 408-419.
• Fall 2004	Children's Self-Efficacy for Peer Interaction Scale	Self-efficacy	Wheeler, V. A., & Ladd, G. W. (1982). Assessment of children's self-efficacy for social interactions with peers. <i>Developmental Psychology</i> , 18, 795-805.
• Spring 2005			
• Fall 2005	Children's Empathy Questionnaire	Empathy	Funk, J., Elliott, R., Bechtoldt, H., Pasold, T., & Tsavoussis, A. (2003). The Attitudes Toward Violence Scale: Child version. <i>Journal of Interpersonal Violence</i> , 18, 186-196.
• Spring 2006			
• Spring 2007			
	Engagement versus Disaffection with Learning	School engagement	Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. <i>Journal of Educational Psychology</i> , 95, 148-162.
	Sense of School as a Community Scale; Child Version	School connectedness	Roberts, W., Horn, A., & Battistich, V. (1995, April). Assessing students' and teachers' sense of the school as a caring community. Paper presentation at the meeting of the American Educational Research Association.
	Self-Report of Altruistic Behavior	Child's prosocial behavior	Soloman, D., Battistich, V., Watson, M. Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. <i>Social Psychology of Education</i> , 4, 3-51.
	Feelings of safety at school	Feelings of safety at school	Items provided by IES/CDC.
	Aggression Scale	Child's aggressive behavior	Orpinas, P., & Frankowski, R. (2001). The Aggression Scale: A self-report measure of aggressive behavior for young adolescents. <i>Journal of Early Adolescence</i> , 21, 50-67.
	Frequency of Delinquent Behavior	Minor Delinquency	Adapted from: Loeber, R., & Dishion, T.J. (1983). Early predictors of male delinquency: A review. <i>Psychological Bulletin</i> , 94, 325-382

EXHIBIT 2 (continued)

Instrument/Time	Components	Broad Construct	Source
	Victimization	Victimization in school	Orpinas, P., & Kelder, S. (1995). Students for Peace Project: Second student evaluation. Unpublished Manuscript. Houston, TX: University of Texas Health Science Center at Houston, School of Public Health.
Teacher Report Part I – Child Assessment	Social Competence	Child's self-regulation, cooperation, and prosocial behavior	Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. <i>Journal of Consulting and Clinical Psychology</i> , 67, 631-647.
<ul style="list-style-type: none"> • Fall 2004 • Spring 2005 • Fall 2005 • Spring 2006 • Spring 2007 	Responsibility Scale; Teacher Report	Child's responsibility	Items developed by IES/CDC.
	Parent and Teacher Involvement Measure; Teacher Report	Parent involvement in the child's school life	CPPRG (1991). <i>Parent-Teacher Involvement Measure - Parent</i> . (Online). Available: http://www.fasttrackproject.org/
	Report of Altruistic Behavior	Child's prosocial behavior	Soloman, D., Battistich, V., Watson, M. Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. <i>Social Psychology of Education</i> , 4, 3-51.
	BASC Aggression Subscale; Teacher Report	Child's aggressive behavior	Reynolds, C.R., & Kamphaus, R.W. (1998). <i>Behavioral Assessment System for Children</i> . Circle Pines, MN: American Guidance Service Inc.
	BASC Conduct Problems Subscale; Teacher Report	Child's conduct problems	Reynolds, C.R., & Kamphaus, R.W. (1998). <i>Behavioral Assessment System for Children</i> . Circle Pines, MN: American Guidance Service Inc.
	Sutter-Eyberg Student Behavior Inventory	Disruptive classroom behavior	Rayfield, A., Eyberg, S.M., & Foote, R. (1998). Revision of the Sutter-Eyberg Student Behavior Inventory: Teacher ratings of conduct problem behavior. <i>Educational and Psychological Measurement</i> , 58, 88-98.
	SSRS Academic Competence and Achenbach Teacher Report Form (TRF)	Academic competence	Adapted from: Gresham, F.M., & Elliott, S.N. (1990). <i>Social Skills Rating System</i> . Circle Pines, MN: American Guidance Service. Achenbach, T. M. (1991). Manual for the teacher's report form and 1991 profile. Burlington, VT: University of Vermont, Department of Psychiatry.

EXHIBIT 2 (continued)

Instrument/Time	Components	Broad Construct	Source
Teacher Report Part II -- Background and Experience	Teacher Survey on Professional Development and Training	Demographics, teaching background, type of certification, professional development activities	Lewis, L. et al. (1999). U.S. Department of Education. National Center for Education Statistics. <i>Teacher Quality: A report on the Preparation and Qualifications of Public School Teachers</i> . Washington, DC: NCES 1999-080.
<ul style="list-style-type: none"> • Fall 2004 • Spring 2005 • Fall 2005 • Spring 2006 • Spring 2007 			
School Staff Report	School-Level Environment Questionnaire	School Organizational Climate	Rentoul, A.J., & Fraser, B.J. (1983). Development of a school-level environment questionnaire. <i>Journal of Educational Administration</i> , 21, 21-39. Fisher, D. L., & Fraser, B. J. (1991). Validity and use of school environment instruments. <i>Journal of Classroom Interaction</i> , 26, 13-18.
<ul style="list-style-type: none"> • Fall 2004 • Spring 2005 • Fall 2005 • Spring 2006 • Spring 2007 	Feelings of Safety at School	Feelings of safety at school	Items provided by IES/CDC.
	Teacher Survey on Professional Development and Training	Demographics, teaching background, type of certification, professional development activities	Lewis, L. et al. (1999). U.S. Department of Education. National Center for Education Statistics. <i>Teacher Quality: A report on the Preparation and Qualifications of Public School Teachers</i> . Washington, DC: NCES 1999-080.
Primary Caregiver Report	BASC Aggression Subscale; Parent Report	Child's aggressive behavior	Reynolds, C.R., & Kamphaus, R.W. (1998). <i>Behavioral Assessment System for Children</i> . Circle Pines, MN: American Guidance Service Inc.

EXHIBIT 2 (continued)

Instrument/Time	Components	Broad Construct	Source
	Community Risks	Community risk	Forehand, R., Brody, G.H., Armistead, L. et al. (2000). The role of community risks and resources in the psychosocial adjustment of at-risk children: An examination across two community contexts and two informants. <i>Behavior Therapy</i> , 13, 395-414.
	Community Protective Factors	Community resources	Items developed by IES/CDC.
	Confusion, Hubbub, and Order Scale	Environmental confusion	Matheny, A.P., Wachs, T.D., Ludwig, J.L., & Phillips, K. (1995). Bringing order out of chaos: Psychometric characteristics of the Confusion, Hubbub, and Order Scale. <i>Journal of Applied Developmental Psychology</i> , 16, 429-444.
	Alabama Parenting Questionnaire	Positive parenting and supervision/ monitoring	Shelton, K.K., Frick, P.J., & Wootton, J. (1996). Assessment of parenting practices in families of elementary school-age children. <i>Journal of Clinical Child Psychology</i> , 25, 317-329.
	Report of Altruistic Behavior	Child's prosocial behavior	Soloman, D., Battistich, V., Watson, M. Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. <i>Social Psychology of Education</i> , 4, 3-51.
	Child-Centered Social Control and Intergenerational Closure	Social capital in the community	Sampson, R.J., Morenoff, J.D., & Earls, F. (1999). Beyond social capital: Spatial dynamics of collective efficacy for children. <i>American Sociological Review</i> , 64, 633-660.
	Social Competence	Child's self-regulation, cooperation, and prosocial behavior	Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. <i>Journal of Consulting and Clinical Psychology</i> , 67, 631-647.
	Responsibility Scale; Parent Report	Child's responsibility	Items developed by IES/CDC.
	Parent and Teacher Involvement Measure; Parent Report	Parent involvement in the child's school life	CPPRG (1991). <i>Parent-Teacher Involvement Measure - Parent</i> . (Online). Available: http://www.fasttrackproject.org/
	Background Questionnaire	Demographics	CDC

EXHIBIT 2 (continued)

Instrument/Time	Components	Broad Construct	Source
SACD-Activities Observation Instrument <ul style="list-style-type: none"> • Fall 2004 • Spring 2005 • Fall 2005 • Spring 2006 • Spring 2007 	Presence and nature of SACD-relevant displays or artifacts in various school locations	Extent and nature of SACD-relevant displays or artifacts in the school	Items provided by IES/CDC.
SACD-Activities Principal Interview <ul style="list-style-type: none"> • Fall 2004 • Spring 2005 • Fall 2005 • Spring 2006 • Spring 2007 	School-wide activities related to SACD, including decision-making and cross- grade-level work; school wide policies an programs with a specific focus on social and character development	School-wide SACD activities and policies	Items provided by IES/CDC.
SACD-Activities Teacher Survey <ul style="list-style-type: none"> • Fall 2004 • Spring 2005 • Fall 2005 • Spring 2006 • Spring 2007 	Classroom activities and strategies related to social and character development; approaches to classroom management and instruction; school-wide SACD activities; professional development	Classroom and school- wide SACD activities and strategies; professional training in SACD areas	Items provided by IES/CDC.
School Records Request (timing to be determined)	School-level: student demographics, test scores, school characteristics, and behavioral indicators Student-level: demographics, grades, test scores, awards, and behavioral indicators	School- and student-level academic and behavioral outcomes	Items provided by IES/CDC.

evaluation will be presented in annual reports and briefings for policymakers beginning in late summer 2005. In addition, IES, CDC, and researchers will present the findings in professional conferences.

Site-specific data collected for the multisite evaluation will be provided to the seven grantees following each wave of data collection for use in their site-specific analyses. The confidentiality agreements grantee staff sign prior to working with the national contractor on data collection activities will include assurances that they will protect the confidentiality of the datasets provided following data collection.

Data collected for the multisite evaluation will also be made available to researchers for secondary analyses on a restricted basis after the multisite evaluation analyses have been conducted and reported. After data elements that pose a potential threat to confidentiality have been removed or masked, the datasets will be made available to qualified researchers who agree to follow specified practices for ensuring confidentiality. The data to be collected are described in the following paragraphs.

To evaluate the effectiveness of the selected SACD programs, the national evaluator (Mathematica Policy Research, Inc., or “MPR”) will coordinate data collection from each of the eight research sites (six of the grantees have a single research site; one grantee has two research sites). Because the data collected at each site will be combined and compared with the data collected from other sites, it is critical that data collection procedures be uniform across all of the sites. Joint meetings of IES, CDC, the national contractor, and grantee staff are being held twice a year to facilitate the development of data collection protocols that ensure consistency in procedures while meeting the needs of both the grantees’ site-specific work and the national contractor’s multisite evaluation responsibilities. Biweekly conference calls between meetings provide a forum for making adjustments to the protocols if needed.

The measures presented in Exhibit 2 will capture key aspects of the theoretical model presented in Exhibit 1. All of the measures will be administered uniformly at all grantee sites.

The data collected from children, teachers, primary caregivers, school staff, principals, school records, and school observations will be used to:

- Obtain data on classroom and teacher characteristics and program features that are not otherwise available and that are necessary to analyze implementation of the SCD programs;
- Obtain data necessary to interpret findings with respect to the impact of the various SCD interventions across all grantee research sites;
- Obtain outcome data on children's behavior that are not otherwise available and are necessary to analyze the impacts of the social and character development programs across all grantee research sites.

A brief description of each data instrument for which we are requesting clearance is provided below.

Child Report (Appendix II). The child report will be administered to groups of 15 to 20 children at a time. It is estimated to take 50 minutes, including time to distribute and collect the report booklets and provide instructions. Assessors will be trained to administer the child reports uniformly across each research site. The child report will be administered during all five waves of data collection, with fall 2004 serving as the baseline.

Teacher Report Part I – Child Assessment (Appendix III). Part I of the teacher report is a paper and pencil rating by the teacher of each child's social and academic competence, conduct, and behavior—all of which are key outcomes for analysis. The teacher report part I is estimated to take up to 15 minutes per child to complete. These reports will be collected by the grantees during all five data collection periods.

Teacher Report Part II – Background and Experience (Appendix IV). In addition to filling out a child report for each child in their classroom, teachers of children in the sample will

also complete a brief, self-administered questionnaire about themselves. Teachers will complete the report while their students are filling out the child report. Questions cover basic demographic characteristics (gender, race, and ethnicity), experience in the field of education, type of certification, educational background, and professional development activities. A total of 10 minutes is estimated for part II of the teacher report.

Third grade teachers will complete part II of the teacher report in the fall of 2004; in the spring of 2005 they will update the information on professional development experiences they provided in the fall (estimated to take 5 minutes). Additionally, in spring 2005, any third grade teachers new to the school since the fall data collection will complete all of part II of the teacher report. The same format will be followed during the 2005-06 academic year with fourth grade teachers. Finally, in the spring of 2007, fifth grade teachers will fill out all of part II of the teacher report. Grantees will be responsible for distributing and collecting the reports from teachers of children in the sample.

Obtaining teacher background information is critical for several reasons. First, in order to characterize the study sample, the national evaluator will need to describe the teachers who participated in the study and provided reports on children in the sample. The questions included in part II of the teacher report are standard for obtaining this kind of information. Second, it is important to determine whether there are any moderating effects of teacher background on children's outcomes.

School Staff Report (Appendix V). The school staff report is a self-administered questionnaire that will be completed by teachers who are not the teachers of children in the sample, but teach in the same schools. Approximately 10 teachers from each school will be recruited to complete this report, with priority given to teachers assigned to third through fifth grade classes. It should take 30 minutes to complete, and will gather basic demographic data

from respondents, as well as ask them about their views on connectedness within the school, the school's organizational climate, and school safety. It will also request information about their recent professional development activities. The school staff report will be distributed and collected by the grantees during each of the five data collection periods.

Primary Caregiver Report (Appendix VI). The primary caregiver report will gather important information from the adult caregiver primarily responsible for each child in the sample. This self-administered questionnaire will take an estimated 15 minutes to complete. Topics covered include demographic information about the caregiver, information on the family and neighborhood environment, information about the child's behavior, attitudes toward parenting, and involvement in the school activities of the child. The primary caregiver report will be administered during all five waves of data collection in order to track any changes in children's home or community environment, their behavior at home, and the caregivers' involvement in their children's lives. The grantees will arrange to have the teachers of children in the sample distribute and collect sealed envelopes containing the primary caregiver report. Computer-assisted telephone interviews (CATI) will be conducted by the national evaluator with survey non-respondents in order to maximize the response rate.

SACD-Activities Observation Instrument (Appendix VII). The SACD-Activities Observation Instrument includes a variety of measures designed to document SACD activities and strategies occurring in each school. Each school will be observed by a member of the national evaluator's staff. The observation protocol (Appendix VII) is designed to gather information on the school climate, such as cleanliness, graffiti, evidence of disruption, violence, and misbehavior. It is also designed to gather information on the type of social and character development activities occurring at the school (e.g., posters on the wall promoting positive character traits, awards hung for good classroom behavior). It will be administered during all

five waves of data collection. The observation will not involve any school staff time and thus is not included in estimates of burden provided below. Observations of classrooms will take place when no children are present.

SACD-Activities Principal Interview (Appendix VIII). The interview with principals will complement the school observation data and ask about related topics. The interview will be conducted in a semi-structured format including both closed- and open-ended questions. It will be conducted during the school visits made by data collection personnel to gather information about school activities that may influence the social and character development of the students (e.g., use of official character education curricula and conflict resolution activities). The interview with principals is estimated to take 45 minutes and will be administered during all five waves of data collection.

SACD-Activities Teacher Survey (Appendix IX). This survey of teachers of non-sampled children who teach in the same school will complement the school observation data and principal interview. It will be a written survey that includes questions about school activities that may influence the social and character development of the students (e.g., use of official character education curricula and conflict resolution activities). It will be administered in conjunction with the school staff report to teachers of nonsampled children. The report is estimated to take 15 minutes and will be administered during all five waves of data collection.

School Records Request (Appendix X). The school records data will complement the school observation and principal interview data and will provide important information on child outcomes. The purpose of obtaining school-level information from records about enrollment numbers and characteristics, staffing, children receiving specific services, and behavior problems is to help characterize the basic aspects of the school environment for staff and students, and understand how the school environment changes as a function of a social and character

development intervention implementation. The child-level school records also provide important academic and behavioral outcome variables that are expected to change after implementation of an intervention.

Because school records vary among school districts and schools, we will first determine what records are available for each school from the list of records in Appendix X. After determining which records are available for all schools, we will collect those common records. They will be sent to the national evaluator electronically. If key items are missing, data collectors will be sent to manually collect the missing records. We assume that the burden on school and district staff of providing electronic files with the requested data or of providing access to paper files for field staff to extract data will average four hours per school.

3. Use of Automated, Electronic, Mechanical, or Other Technological Collection Techniques

The data collection plan reflects sensitivity to issues of efficiency, accuracy, and respondent burden. Where feasible, information will be gathered from existing data sources, such as school records, using straightforward reporting forms. School records information will be gathered via computer files if a school prefers this method. However, most data can be obtained only from students, their caregivers, their teachers, and the school staff who work with them.

Technological tools will be used to minimize respondent burden whenever possible. The phone number and electronic mail address for the national evaluator will be included on the front of each self-administered questionnaire in order for respondents to easily advance any queries they might have. A computer-assisted telephone interviewing (CATI) system will be used for interviews with non-respondents to the self-administered primary caregiver report. This will increase the efficiency of the interview and thus reduce the time required of those who did not initially complete the report.

4. Efforts to Avoid Duplication of Effort

A literature search on school-based interventions designed to promote positive behavior and/or reduce negative behavior identified various studies that examined how students tend to respond to these interventions. However, the vast majority of studies included pretest-posttest designs or quasi-experimental methods. There is a significant lack of studies that systematically and rigorously evaluate the impact of social and character development intervention programs utilizing randomized field trials—the preferred methodology for answering causal questions about the effectiveness of programs.

In addition, a unique feature of this program is that a core set of measures will be used to collect consistent data across multiple social and character development interventions. One weakness of previous research programs has been that primary outcomes of interest, such as social competencies, aggression, and prosocial behavior, have been measured inconsistently across programs. Thus, when reviewing research findings from multiple evaluation studies, it is difficult to come to a consensus about “what works” to prevent or promote specific competencies and behaviors. By using a core set of measures in the current study, we will be able to examine and compare the effectiveness of a variety of interventions on the same student competencies and behaviors.

IES has communicated frequently on this and similar projects related to social and character development school-based interventions with experts in the field. In these communications, although there has been much interest in research of this kind, no similar efforts have been identified.

5. Sensitivity to Burden on Small Entities

The primary entities for the study are schools and the children who attend them. Burden is reduced for all respondents by requesting only the minimum information required to meet the

study objectives. The burden on schools has been minimized through the careful specification of information needs, restricting questions to generally available information, and the design of the data collection strategy, particularly the survey methods, to minimize burden on respondents. All multisite data collection will be coordinated by the evaluation contractor, Mathematica Policy Research, Inc. (MPR), and its subcontractor, Decision Information Resources, Inc. (DIR), so as to minimize the burden on school staff, children, and their primary caregivers.

6. Consequences to Federal Program or Policy Activities if the Collection is Not Conducted or is Conducted Less Frequently than Proposed

Without the data from the national evaluation, IES/CDC will be unable to assess the impacts of specific school-based interventions on social and character development outcomes. In particular, IES/CDC will not know whether any of the programs had any impacts; nor will they know whether such programs can achieve desired outcomes for students, their caregivers, and their schools more generally. As noted previously, NCLB supports the design and implementation of instruction directed toward promoting aspects of character. But the legislation also requires that education decision-makers base instructional practices and programs on scientifically based research. Without data from the national evaluation, federal resources would have to be allocated and program decisions made in the absence of valid evidence on the effectiveness of the programs. In addition, there is a need for the data to be collected over a three-year time period because school administrators need to know how long interventions need to be implemented to detect increasingly positive outcomes in their students.

7. Special Circumstances

There are no special circumstances involved with this data collection.

8. Federal Register Announcement and Consultation

a. Federal Register Announcement

A 60-day notice to solicit public comments was published in the Federal Register on December 23, 2003. We have addressed the comments received during the first comment period.

b. Consultations Outside the Agency

A consortium of the SACD grantees has engaged in a review of the overall study design, the data collection plan, and the data collection instruments. They represent a number of the nation's leading researchers in the area of social and character development, as well as national experts on school-based data collection. The consortium includes:

- J. Lawrence Aber, New York University
- Leonard Bickman, Vanderbilt University
- Thomas W. Farmer, University of North Carolina, Chapel Hill
- Brian Flay, University of Illinois at Chicago
- Gary D. Gottfredson, University of Maryland
- Deborah B. Johnson, Children's Institute
- William E. Pelham, Jr., State University of New York, Buffalo

c. Unresolved Issues

None.

9. Payment or Gift to Respondents

Primary caregivers will be providing information unavailable from other data sources, as well as information on child behavior that can be triangulated with that provided by the children and their teachers. We propose to offer caregivers \$10 each time a report is completed to compensate for the time and effort dedicated to completing the 15-minute report.

Teachers will also be completing reports on individual children in the sample that are estimated to take approximately 15 minutes each. Teachers will be providing information not being obtained elsewhere, as well as information that can be triangulated with that provided by the children and their primary caregivers. We will offer teachers \$5 for each child report (or the wage required by their union for such activities) for their time and effort.

Teachers of non-sampled children will be offered \$10 (or the wage required by their union for such activities) for completing the school staff report. It is estimated to take 30 minutes to complete. Grantees also will offer compensation for the time and effort of participating in the study; thus, no additional compensation is planned for the SACD-Activities instruments.

10. Confidentiality of the Data

All data collection activities will be conducted in full compliance with Department of Education regulations to maintain the confidentiality of data obtained on private persons and to protect the rights and welfare of human research subjects as contained in Department of Education regulations. Research participants (primary caregivers, students, teachers, and school staff) will sign written consent (or assent) forms. The consent materials will inform respondents about the nature of the information that will be requested and confidentiality protection, and they will be assured that information will be reported only in aggregate, statistical form. The consent materials will also inform respondents that the data will be used only for research purposes by researchers who have signed a confidentiality agreement. We are currently working with grantees to finalize site-specific consent forms; they will be available on request.

In addition to the consent forms, each self-administered instrument will include a reminder on the protection of confidentiality. Where data are collected through in-person interviews or group surveys—for instance, the school principal interview and the child report—interviewers will remind respondents of the confidentiality protections provided, as well as their right to

refuse to answer questions to which they object. During the group administration of the child report, desks will be arranged in classroom style to ensure that children cannot see the responses provided by classmates. All data collectors and interviewers will be knowledgeable about confidentiality procedures and will be prepared to describe them in full detail, if necessary, or to answer any related questions raised by respondents.

The national evaluator has a long history of protecting confidentiality and privacy of records, and considers such practice a critical aspect of the scientific and legal integrity of any survey. The integrity the national evaluator brings to protecting data confidentiality and privacy will extend to every aspect of survey operations and data handling in the field for the SACD program. The national evaluator plans to use its ongoing, long-standing techniques that have proven effective in the past. Every interviewer will be required to sign a pledge to protect the confidentiality of respondent data. The pledge indicates that any violation or unauthorized disclosure may result in legal action or other sanctions by the national evaluator. The national evaluator will require that grantees have similar protections in place for the data that they will assist in collecting. The national evaluator requires all interviewers to view a videotape about the Belmont Report for the protection of human subjects, and includes a discussion of human subject protection as part of their training. After participating in this training, interviewers sign a form certifying that they have received the training. A copy of both pledges will be kept on file and will be available upon request.

In addition, the following safeguards are routinely employed by MPR to carry out confidentiality assurances:

- Access to sample selection data is limited to those who have direct responsibility for providing the sample. At the conclusion of the research, these data are destroyed.

- Identifying information is maintained on separate forms which are linked to the interviews only by a sample identification number. These forms are separated from the interviews as soon as possible.
- Access to the file linking sample identification numbers with the respondents' identification and contact information is limited to a small number of individuals who have a need to know this information.
- Access to the hard copy documents is strictly limited. Documents are stored in locked files and cabinets. Discarded material is shredded.
- Computer data files are protected with passwords and access is limited to specific users. With especially sensitive data, the data are maintained on removable storage devices that are kept physically secure when not in use.

11. Additional Justification for Sensitive Questions

It is not possible to avoid sensitive questions in a study of programs designed specifically to address engagement in disruptive or aggressive behavior. Thus, some questions of a sensitive nature are included in the child and primary caregiver reports. Although these questions may be regarded as sensitive, they are all derived from instruments designed to assess children's aggressive and prosocial attitudes/behaviors that have been administered to and validated with samples of children and their parents or guardians in past research.

For the children, the most sensitive questions relate to minor delinquent behavior (e.g., cheating)—activities that are likely to be influenced by the intervention. The collection of this information is critical to evaluate the effectiveness of these interventions.

Each group administration will be moderated by at least two trained evaluator staff members. They will have been carefully trained on how to read the questions aloud to the group in a neutral fashion, and how to answer questions from children appropriately. In addition, steps will be taken to ensure that all children can answer questions about their behavior confidentially, and that their names do not appear on the completed instruments. Finally, during the assent

procedure at the beginning of the group administration, we will explain to the children that they can skip any questions that they feel uncomfortable answering.

For primary caregivers, questions about negative aspects of their child's behavior may be regarded by some as sensitive. It is important to view the child and teacher assessments in light of parental observations of children's behavior. Thus, parts of the Behavioral Assessment System for Children (BASC) are also included in the primary caregiver report. As part of the informed consent procedure, caregivers will be informed that they can refuse to answer any questions.

12. Estimates of Hour Burden

Exhibit 3 provides our estimate of time burden. School observations are not included in the burden estimate since the national evaluation staff will carry out this activity. Data collection among one cohort of third graders, associated teachers, school staff and caregivers will take place during the academic year 2004-05. Data collection pertaining to that same cohort of students while in the fourth grade will take place during the academic year 2005-06. Data collection pertaining to the cohort of students while in the fifth grade will take place during the spring of 2007. The payments described above in Section A.9 compensate the respondents for the time they spend completing the data collection instruments, so there are no costs to respondents for the hours associated with the collection of information.

13. Estimate of Total Annual Cost Burden to Respondents or Record-Keepers

There are no direct costs to individual participants.

EXHIBIT 3

BURDEN IN HOURS TO RESPONDENTS

Instrument	Number of Respondents ^a	Number of Responses/ Respondent	Average Burden Hours/Respondent	Total Burden Hrs.
Child Report				
Field Test	200	1	1.16 ^b	232
Third Grade – fall	4900	1	0.83	4067
Third Grade – spring	4900	1	0.83	4067
Fourth Grade – fall	4900	1	0.83	4067
Fourth Grade – spring	4900	1	0.83	4067
Fifth Grade – spring	4900	1	0.83	4067
Teacher Report Part I				
Field Test	200	1	0.58 ^b	116
Third Grade – fall	4900	1	0.25	1225
Third Grade – spring	4900	1	0.25	1225
Fourth Grade – fall	4900	1	0.25	1225
Fourth Grade – spring	4900	1	0.25	1225
Fifth Grade – spring	4900	1	0.25	1225
Teacher Report Part II				
Field Test	10	1	0.17	1.7
Third Grade – fall	216	1	0.17 ^c	37
Third Grade – spring	216	1	0.08 ^c	17
Fourth Grade – fall	216	1	0.17 ^c	37
Fourth Grade – spring	216	1	0.08 ^c	17
Fifth Grade – spring	216	1	0.17 ^c	37
School Staff Report				
Field Test	20	1	0.83 ^b	16.6
Third Grade – fall	720	1	0.50	360
Third Grade – spring	720	1	0.50	360
Fourth Grade – fall	720	1	0.50	360
Fourth Grade – spring	720	1	0.50	360
Fifth Grade – spring	720	1	0.50	360
Primary Caregiver Report				
Field Test	200	1	0.58 ^b	116
Third Grade – fall	4900	1	0.25	1225
Third Grade – spring	4900	1	0.25	1225
Fourth Grade – fall	4900	1	0.25	1225
Fourth Grade – spring	4900	1	0.25	1225
Fifth Grade – spring	4900	1	0.25	1225
SACD Activities – Principal Interview				
Field Test	2	1	1.08 ^b	2.16
Third Grade – fall	72	1	0.75	54
Third Grade – spring	72	1	0.75	54
Fourth Grade – fall	72	1	0.75	54
Fourth Grade – spring	72	1	0.75	54
Fifth Grade – spring	72	1	0.75	54
SACD Activities – Teacher Survey				
Field Test	4	1	0.58 ^b	2.32
Third Grade – fall	720	1	0.25	180
Third Grade – spring	720	1	0.25	180
Fourth Grade – fall	720	1	0.25	180
Fourth Grade – spring	720	1	0.25	180
Fifth Grade – spring	720	1	0.25	180
School Records Request				
Third Grade – fall	72	1	4.0	288
Third Grade – spring	72	1	4.0	288
Fourth Grade – fall	72	1	4.0	288
Fourth Grade – spring	72	1	4.0	288
Fifth Grade – spring	72	1	4.0	288

^aFor the main data collection periods, estimates for the Teacher Report Part II are based on three “assessed” classrooms per school (10 schools for each of six grantees; 12 schools for the seventh grantee for a total of 72 schools). Estimates for the School Staff Report are based on 10 respondents at each of 72 schools.

^bEstimate of average burden hours/respondent includes time for debriefing session.

^cEstimates differ for fall and spring since teachers will complete all of Part II in the fall of the third grade, the fall of the fourth grade, and the spring of the fifth grade. In the spring of the third grade and spring of the fourth grade, they will simply update the professional development information they provided in the previous wave.

14. Estimates of Annualized Cost to the Federal Government

The estimated cost to the federal government for the SACD Research Program National Evaluation—including designing and administering the baseline and followup surveys, providing payments to respondents, processing and analyzing the data, and preparing reports summarizing the results—is \$7,634,028. The surveys and associated activities will be carried out over a four-year period. Thus, the average annual cost of the surveys and analyses is approximately \$1,908,507. This estimate is based on the evaluation contractor’s previous experience managing other research and data collection activities of this type.

15. Reasons for Program Changes or Adjustments

A program change of 15,339 hours is shown because this is a new project.

16. Plan for Tabulation and Publication and Schedule for Project

Our discussion of tabulation and publication plans focuses on the reports that will be produced after various rounds of follow-up data have been collected. We also discuss plans for tabulating descriptive information gathered from the baseline interviews and assessments that will be presented in these project reports.

a. Tabulation Plans

We will conduct three types of analyses to address the main impact-related research questions for the evaluation described in A1. First, we will conduct a *global* analysis to examine the extent to which the SACD initiatives improve elementary schoolchildren’s outcomes *overall*. This analysis will identify the particular social-emotional, school climate, behavioral, and academic-related outcomes that are most influenced by the SACD programs, and how overall impacts change over time. Second, we will conduct a *targeted* (or subgroup) analysis to examine what works and for whom. In particular, we will examine whether impacts differ by key

program features and structural elements, by baseline child and family characteristics, and by dosage level. Finally, we will conduct a mediated analysis to examine the pathways through which the interventions influence longer-term child outcomes.

Next, we discuss these analyses in more detail. The section begins, however, with a brief discussion of contextual analyses that we will conduct to aid in the interpretation of the impact estimates.

b. Contextual Analyses

The impact evaluation will begin with several contextual analyses that will lay the foundation for the impact analysis, and that will be crucial for interpreting the impact results.

These analyses include:

1. Assessing how well random assignment was implemented to examine the extent to which the impact estimates (treatment and control group differences) are unbiased
2. Assessing how the new entrants to the study in the follow-up waves of data collection (i.e. new students who enter the research schools) can be included in the impact analyses
3. Examining the baseline characteristics of children in the treatment and control schools to understand the student population under investigation
4. Examining the social and character development services received by treatment and control group members to understand the nature of the SCD interventions offered in the treatment schools and the counterfactual for the evaluation

Assessing the Integrity of the Random Assignment Process. The generalizability, validity, and interpretation of the impact estimates hinge on the integrity of the random assignment process and adherence to its procedures. We will conduct several analyses to gauge the success of the random assignment process. First, we will examine the mobility of children in the sample into and out of the treatment and control schools using follow-up interview and school records data. Such movers complicate the analysis, because to preserve the integrity of

the random assignment design, children who relocate from treatment to control group schools must be considered treatment group members in the analysis, and similarly, children who relocate in the reverse direction must be considered controls. We will use statistical procedures to account for these crossovers.

Second, within and between sites, we will conduct statistical tests, using baseline data and school records data covering the pre-intervention period, to gauge the similarity of the baseline characteristics of students in the treatment and control schools. We expect that the random assignment and pairwise matching processes used to select the schools in the research sample will produce equivalent treatment and control groups.

Finally, we will monitor changes, *unrelated* to the SCD interventions, that could affect student- and school-level outcomes and student mobility in the communities where the treatment and control group schools are located. These events might include unexpected changes in employment prospects (such as the closing of a large plant), changes in the crime rate, changes in school policies (such as the introduction of a zero tolerance policy), or changes in school or district personnel (such as a new principal or superintendent). These changes could lead to biased impact estimates if they are not controlled for in the analysis. Information on these events will be collected through discussions with the grantees.

Assessing How the New Entrants Can Be Included in the Impact Analyses. Once new entrants are included in the evaluation, we must consider how this sample can be used in the multisite impact analysis.¹ This is a complex issue because there may be differences in the observed and unobserved characteristics of new students who enter the treatment and control

¹For purposes of estimating burden (Exhibit 3), we have assumed that new entrants will be included in all data collection activities throughout the course of the study. Thus, we have provided a “maximum” estimate of burden.

group schools during the post-random assignment period. These differences could result from the interventions themselves, if, for example, families decide to move into the areas served by the treatment group schools because they want their children to be exposed to the SACD interventions. Alternatively, differences between the treatment and control group refresher samples could result from factors unrelated to the interventions (such as changes in local-area employment prospects, changes in the local crime rate, or turnover of school staff). These factors could significantly alter the composition of students in the treatment or control group refresher samples due to the relatively small number of schools per district that are included in the study.

If the average characteristics of new entrants differ across the treatment and control groups in ways that are correlated with key student outcomes, it would be difficult to interpret impact estimates that are based on samples that include the new entrants. This is because the impact estimates would confound two effects:

1. The extent to which the SACD interventions improve the outcomes of the *average* student in the district (at the time of random assignment)
2. Differences in the average outcomes of treatment and control group students due to differences in the composition of students that enter the two types of schools during the post-random assignment period (due to factors either related or unrelated to the interventions)

For example, if students with high test scores are more likely to move into the treatment than control group schools, it would be difficult to determine whether positive impacts on test scores were due to the SACD interventions or to the possibility that treatment group members would have had higher test scores even if they had not been exposed to the interventions.

If the new entrants appear to differ systematically across the treatment and control groups, the main impact analysis will be conducted using only the original sample members. We will, however, conduct supplementary analyses that include the new entrants in order to examine the

robustness of study findings, but we will interpret these results carefully. We will also carefully document the characteristics of the new entrants in both the treatment and control group schools to help interpret the main impact estimates, because the outcomes of original sample members may be influenced by the new entrants.

If the new entrants in the treatment and control groups appear to be comparable, based on their observable characteristics at the time they enter the study schools, we will consider pooling the refresher students with the original sample for the impact analyses. The inclusion of these new entrants will increase the precision of the impact estimates relative to those based on original sample members only.²

Students in the refresher sample will have been *exposed* to the intervention for less time than students in the original sample. Thus, including these students in the impact analysis may dilute estimated program impacts. For this reason, we also will estimate impacts using the original sample of students only, which will allow us to assess the impact of the program on the set of students with the same potential exposure to the program. As discussed later, however, the refresher sample will play an important role in the analysis of dosage effects.

Examining Sample Characteristics. We will conduct comprehensive descriptive analyses of the characteristics of the sample to help us more fully understand the types of children and families in the research sample, including their backgrounds and risk factors. These results will help us interpret program impact estimates, and guide us in defining subgroups that may be of policy interest. These analyses will be conducted using baseline interview and assessment data as well as school records data. In addition, geographic information will be linked to sample

²We will carefully note that, although the observable characteristics of the treatment and control group refresher samples appear to be similar, their unobservable characteristics may differ, which might yield biased impact estimates.

members (by zip code or county) to examine the characteristics of the communities in which sample members live.

As part of this descriptive analysis, we will use national data (for example, data from the Early Childhood Longitudinal Survey [ECLS]) to examine how our sample of third graders compares to nationally and locally representative samples of third graders. These analyses will help us assess the generalizability of our findings.

Finally, if response rates to the consent form are lower than expected, we will need to assess whether the children who consented to participate in the study are representative of all third-graders. This analysis will help us assess the generalizability of the impact findings. Specifically, we will use school records data to compare average grades, absences, tardies, and test scores of the consenting children to those of all third graders. If the groups are similar on these variables, impact estimates based on the sample of consenting children are likely to be generalizable to the full set of third graders. If the two groups have different characteristics, however, then the impact estimates may not be generalizable to the full set of third graders.

Examining the Receipt of Services Targeting Social and Character Development. To understand estimates of the impact of the SCD interventions on child behavioral and academic-related outcomes, it is crucial to understand the intensity and nature of the social and character development services received by *both* treatment and control group children in each site. We can expect beneficial impacts of the SCD interventions only if treatment group children receive well-implemented and well-designed SCD program services, and the size of the impact is likely to be correlated with the amount, intensity, and quality of services received. Similarly, it is crucial to obtain information on the social and character development services offered to control group children, because the evaluation is assessing the effectiveness of the SCD programs relative to the status quo curriculum in the school districts, which might include *other*

SACD-like programs. Thus, information on services received by control group children is needed to define the “counterfactual” for the evaluation. This descriptive analysis will be conducted using data from the SACD-Activities Observation Instrument.

c. Construction of Student And School Outcomes

We will use interview and assessment data to construct outcome measures in four domains: (1) social-emotional competence, (2) school climate, (3) students’ behavior, and (4) students’ academic achievement. Many of these outcome measures will be based on scale scores, whereas others (for example, some academic achievement measures) will not be scale-based. Next, we briefly outline our approach for constructing these two types of outcome measures *consistently* across all sites.

Outcomes Based on Scales. Our goal is to create scale-based outcome variables for the impact analyses that reliably measure distinct constructs. Our general approach to doing this will involve the following steps:

- ***Constructing outcome measures from scale items according to scale developers’ instructions.*** We will consult published materials and contact test developers to obtain detailed instructions for constructing scales. We will modify the test developer’s instructions if a trend has emerged in the literature for analyzing the scale differently. We will follow the developers’ practices for handling missing item-level data or if necessary, establish criteria for how much missing data is acceptable and whether missing items will be imputed.
- ***Assessing the distribution and reliability of the outcome measures.*** We will examine the distributions of the constructed outcome variables and calculate Cronbach’s alpha for each scale and its subscales. If an alpha is low, we will examine how well each item coheres with the others and conduct factor analyses to identify whether items should be dropped or (different) subscales should be constructed to create outcome measures with adequate reliability.
- ***Assessing whether these outcome measures tap distinct constructs.*** We will conduct exploratory analyses of the data to detect underlying latent factors that may better serve as outcome variables in the impact analyses. If the outcome measures created from previously defined scales do not tap distinct constructs, these analyses may yield new constructs. We will assess the distribution and reliability of the new constructs. We will use a random half of the data to conduct exploratory analyses using factor

analyses and structural equation models. Once we have developed constructs with the best properties, we will conduct confirmatory analyses using the other random half of the data.

Outcomes Not Based on Scales. In addition to the scale construction described above, we will construct variables for other "non-scale" outcomes, which measure students' academic achievement and behavior. For example, we will be gathering information on students' grades, attendance, test scores, and school disciplinary actions, and we will use this information to construct variables consistently across all sites for use in the impact analysis. For grades, we plan to convert letter grades to numeric grades based on grading scales collected from schools, presenting impacts on grades in each subject. For test scores, we plan to present impacts on test scores in percentile units. For attendance, we plan to create variables for number of days absent and percentage of students absent, and for behavioral outcomes we plan to construct variables for the percentage of students suspended and the number of times suspended. We will also create binary variables signifying whether a student has particularly poor outcomes (for example, whether the student has test scores or attendance levels below pre-specified cutoff values). We will also investigate the feasibility of constructing other measures depending on what measures are available from school records.

d. Global Analysis

The global analysis will examine the extent to which the SACD interventions, *on average*, change children's outcomes relative to what these outcomes would have been otherwise. Although, as discussed, the SACD interventions differ across sites, it is of policy importance to examine the overall effectiveness of the SACD initiatives, to examine which particular outcomes have the largest overall impacts across all sites, and how impacts change over time.

Basic Statistical Model to Estimate Point-in-Time Impacts. Random assignment of schools will be performed before children enter third-grade. Thus, unbiased estimates of the impacts of the *offer* of the SACD interventions (relative to other program alternatives offered in the control schools) can be computed as the differences in the average outcomes of all treatment and control group children. This approach yields unbiased estimates of the “intention-to-treat” impacts, because the random assignment design ensures that the main difference between the treatment and control groups at the point of random assignment is the opportunity to receive SACD program services.³

Although we will compute these simple differences-in-means impact estimates, we will focus on regression-adjusted estimates. This is because regression procedures improve the precision of the estimates, and adjust for residual differences in the observable characteristics of program and control group members due to small sample sizes, random sampling, and interview nonresponse.

We will estimate regression-adjusted impacts using hierarchical linear methods (HLM), because this approach accounts for the nesting of children within classrooms and schools. The basic model consists of three levels that are indexed by children (i), classrooms (c), and schools (s). The three levels can be aggregated into a unified model, which in its simplest form, can be expressed as follows:

$$(1) \quad Y = \sum_j \beta_j (Site_j * T) + X\gamma + Y_0\delta + Z\lambda + [\theta_s + \eta_{cs} + e_{ics}],$$

³The random assignment of only 5 schools per site to the treatment group and 5 schools per site to the control group may lead to some differences between the demographic and background characteristics of children in these two types of schools. However, as discussed later, the pairwise matching process that will be used to select the research sample will minimize these differences to the greatest extent possible.

where

- Y = Child outcome at a specific follow-up time point, such as the self-efficacy scale or standardized test scores
- $Site_j$ = Indicator variable equal to 1 if the child is in site j , and 0 otherwise
- T = Treatment indicator equal to 1 if the child is assigned to the treatment group, and 0 if the child is assigned to the control group
- X = Child and family demographic characteristics pertaining to the period prior to random assignment, such as child's gender, race/ethnicity, and family income
- Y_0 = Baseline measures of the outcome measures (from the fall 2004 interviews and assessments), such as child test scores, child aggression scores, and primary caregiver prosocial behavior scores
- Z = Baseline aggregate school measures (or indicators of school pairs) used in the matching process⁴
- $\beta, \gamma, \delta, \lambda$ = coefficients to be estimated
- $\theta_s, \eta_{cs}, e_{ic}$ = random (and mean zero) school-level, classroom-level, and individual-level error components (effects), respectively

In words, equation (1) says that any given child outcome at a point in time is determined by the child's baseline level of development, his or her family background, aggregate school characteristics, the intervention (in this case the opportunity to receive SACD services), and a set of other factors that are not related to his or her intervention assignment status. In this formulation, the estimate of β_j represents the regression-adjusted impact estimate for site j .

We highlight several important features of the regression model. First, because random assignment will occur at the school level and not at the student level, the model incorporates the *clustering* of students within schools and classrooms (which reduces the precision of the

⁴Because of the relatively small number of schools and classrooms in the sample, only a small number of these measures can be included in the models to avoid model overfitting.

estimates). Second, in the analysis we will give each site (grantee) equal weight regardless of sample sizes within the sites. The SCD interventions will be administered at the site level and will differ across sites; thus, the site is the relevant unit of analysis. Accordingly, impact estimates across all sites will be obtained by taking the simple average of the regression-adjusted impacts in each site (that is, the β_j s). The associated t-tests will be used to test the statistical significance of the impact estimates.

The explanatory variables included in the regression models will be obtained from the Fall 2004 measures. We expect that the explanatory variables will substantially increase the precision of the impact estimates, because some (and in particular, the baseline measures) are likely to be highly correlated with the outcomes measured at follow-up.

The statistical methods used to estimate the regression models will depend on the nature of the outcome measure. For example, we will use ordinary least squares methods for continuous outcome measures (such as test scores, attendance, or aggression scale scores), and logit maximum likelihood methods for binary ones (such as the percentage of children with low test scores or low school attendance).

Finally, equation (1) can be used to estimate impacts on outcomes measured at the entire *school* level (for example, school climate measures). For these analyses, the dependent variable, Y , will be measured at the school rather than at the child level and the explanatory variables will include only baseline school characteristics. Furthermore, the error structure will include only random school effects. Similarly, for analyses examining intervention effects on *teacher* outcomes (for example, the teacher involvement scale), the dependent variable will be measured at the teacher (classroom) level.

Longitudinal and Growth Curve Models. A major strength of the SCD evaluation is the measurement of child outcomes at *five* time points: Fall 2004, Spring 2005, Fall 2005, Spring

2006, and Spring 2007. This presents an opportunity to learn about both short- and medium-term impacts.

We will estimate impacts over time using various approaches. First, the regression model in equation (1) will be estimated for each time period separately. This analysis will generate period-by-period impact estimates. Second, we will extend the model in equation (1) to estimate period-specific impacts *simultaneously* to obtain more precise impact estimates. Specifically, we will estimate longitudinal models in which outcomes across time periods are stacked. Third, we will estimate program impacts using *growth curve model techniques*. These models will be used to examine impacts (treatment and control group differences) on the growth trajectories of child outcomes during the follow-up period. We will examine and compare results obtained using the various interrelated statistical approaches.

The longitudinal model allows us to examine efficiently three key hypotheses for outcomes in each domain:

1. ***Steady Impacts:*** Gains made in Year 1 continue through the end of grade 5
2. ***Fadeout:*** Gains made in Year 1 shrink or disappear by the end of grade 5
3. ***Delayed impacts:*** Gains start to show up in Years 2 or 3

e. Targeted Analysis

The targeted analysis will use a more refined approach than the global analysis to examine the effects of the SCD interventions on key child-, teacher-, and school-level outcomes. The targeted analysis will address the important policy questions of what works, and for whom. Specifically, this analysis will address the extent to which impacts vary across key program characteristics and according to key child and family subgroups. The analysis will also examine if impacts differ by the amount and intensity of intervention that is received. The results of these

analyses have important policy implications, both for the operation of the SACD programs and for the future program development of other similar initiatives.

Subgroups Defined by Program Characteristics. Impact results by key structural elements and features of the SACD interventions can provide important information on how to improve program services, as well as to develop and expand the programs targeting social and character development among elementary schoolchildren.

The program-related subgroups will be determined in consultation with IES, CDC, and the grantees after the SACD interventions have been implemented, and after descriptive data have been collected on the nature of the interventions (from the SACD activities instrument). Subgroups will be identified that are policy relevant and that reflect important dimensions of program variation. Because of relatively small evaluation sample sizes, we will estimate impacts for only a small number of key subgroups for whom relatively precise impact estimates can be obtained.

We expect that the final list of subgroups will include those in the following categories:

- ***Program structure***, including whether the primary targeting unit is the classroom, entire school, or another entity (an afterschool program or the family), and whether the SACD curriculum consists of distinct activities or is embedded in the regular curriculum.
- ***Curriculum content***, including, for example, whether the primary SACD curriculum focuses on social skills training, behavior modification, or values clarification.
- ***Dosage and intensity of the intervention***, including the number of hours and days per week the intervention is offered.
- ***Quality of program implementation***, including a categorical scale depicting the level of fidelity to the program model and the quality of services provided.⁵

⁵Grantees are developing measures of fidelity and will work together to determine how best to analyze them.

The random assignment design allows us to estimate unbiased estimates for sites with a specific program characteristics by comparing the outcomes of treatment and control group members in those sites. For example, we can obtain unbiased estimates for sites with a high quality service environment by estimating the regression models using treatment and control group members in those sites. The models can also be used to test, for example, whether impacts are larger in sites with well-implemented programs than in other sites, or whether impacts are larger in sites whose programs target the entire school rather than the classroom.

We will also use hierarchical linear models (HLM) to help isolate the effects of particular program features from others. The HLM models will be estimated in two stages. In the first stage, we will obtain impact estimates for each *site* using equation (1). In the second stage, we will estimate the following model, where the site-specific impacts are regressed on key measures pertaining to the program subgroups (denoted by W):

$$(3) \quad \hat{\beta}_i = \alpha + W\gamma + u,$$

where α and γ are parameters to be estimated and u is a mean zero error term. The results from these models can be used to disentangle the effects of particular program features from others. Because of the relatively small number of sites included in the evaluation, however, we will only be able to include a few key site characteristics in the regression models in order to avoid “overfitting” the models.

Subgroups Defined by Child and Family Characteristics. An important policy issue is the extent to which the effects of alternative social and character development initiatives vary across children with different background characteristics. We will use baseline interview and school records data to define key child subgroups across which program effects might vary.

Although the final list of subgroups will be selected in consultation with IES, CDC, and the grantees, we expect them to include:

- *Child and family demographic characteristics*, such as child's gender, race and ethnicity, family's poverty status, and risk status (constructed using cluster analytic techniques to obtain a single measure summarizing key risk factors faced by the child)
- *School history measures*, including prior test scores, grades, and attendance.
- *Child behavior measures*, including key baseline social-emotional competence and behavior measures
- *Parenting measures*, including key family moderators such as parenting practices and the home atmosphere

We will obtain these subgroup impact estimates using procedures very similar to those described above for the program-related subgroups. We will estimate equation (1) to compute regression-adjusted impacts for children in a particular subgroup. For example, we will estimate impacts for boys by comparing the mean outcomes of boys in the treatment and control groups. In addition, we will conduct statistical tests to gauge the statistical significance of the subgroup impact estimates, and the differences in impacts across levels of a subgroup (for example, for boys and girls). We will include also child subgroup indicator variables in the HLM models to help disentangle child subgroup effects from program ones.

Estimating Dosage Effects. For several reasons, we expect differences in the amount and intensity of SCD intervention services that are received by treatment group children. First, dosage levels will differ across the SCD program models. Second, some children in the research sample will leave the treatment group schools, and, hence, will receive fewer SCD services than those who remain longer in these schools. Third, children who are added to the sample after fall of 2004 will be exposed to the program for less time than children from the original sample. Finally, school attendance will differ across children, which could lead to

differences in exposure to the SACD interventions. Thus, an important research question for the evaluation is: Are impacts larger for children who receive a higher dose of the treatment than for those who receive a lower dose?

We will use a variety of statistical procedures to estimate program impacts for SACD participants who receive varying amounts of SACD services. First, we will compare impact estimates in sites that offer intensive SACD program services with those in sites whose program curricula are less intensive. These findings, which are fully based on the random assignment design, will provide some evidence of the extent to which impacts differ by dosage level (although there could be other site-specific factors that could contribute to differences in impacts across sites).

Second, we will carefully examine changes in estimated impacts over time. Evidence of increases in impacts over time will be suggestive of the presence of dosage effects (since dosage levels will increase over time), although changes in impacts over time could also result from other factors (such as delayed program effects). Again, this approach has the advantage that it relies on the random assignment design. We will test also the robustness of these findings by estimating impacts over time using only treatment and control group members who remain in their schools for the entire period, if the baseline characteristics of these two groups of children appear to be similar.

Third, as new entrants are added to the sample during the follow-up period (and if the characteristics of these new entrants are similar in the treatment and control group schools), we will examine dosage effects by comparing impact estimates for new entrants with those for original sample members. Because the new entrants will have been exposed to the interventions for a shorter amount of time than the original sample members, we might expect that impacts for the new entrants will be smaller. However, these results will need to be interpreted carefully,

because other factors could influence the relative sizes of the impact estimates for the refreshed and original samples. For instance, if the quality of program implementation improves over time, then, for a given level of program exposure, the new entrants might benefit more from the interventions than the original sample (that is, impacts after one year of exposure might be greater for the refreshed sample than for the original sample). As another example, the characteristics of new entrants and original sample members might differ, which could influence the size of the impact estimates if program effects differ across child subgroups. Nonetheless, the use of the refresher sample to help tease out dosage effects will be an important component of the dosage analysis.

A fourth, and more general approach, that we will use to estimate dosage effects will be to use *propensity scoring* to match treatment group members in a particular dosage group to control group members with similar baseline characteristics. Dosage effects will then be estimated by comparing the outcomes of treatments in a particular dosage category to their matched controls. For instance, we will estimate the effects of SACD services for those in the high-dosage group, by comparing the distribution of outcomes of high-dosage treatments to their matched controls. Similarly, we will estimate the effects of SACD on those who receive less of the intervention by comparing the outcomes of low-dosage treatments to their matched controls.

Finally, in order to test the robustness of our findings using the propensity scoring approach, we will also estimate dosage effects by (1) calculating, for each *treatment* group member, the difference between their outcomes in the follow-up period relative to their corresponding baseline outcomes (that is, the growth in their outcomes), and (2) comparing the mean difference in these growth rates for those that received different amounts of the intervention. This “fixed-effects” or “difference-in-difference” approach adjusts for selection bias by

assuming that permanent unobservable differences between children across dosage groups are captured by their baseline (pre-intervention) measures.

f. Mediated Analysis

The SACD interventions aim to influence children’s behavior and academic achievement both directly and indirectly through their effects on the school climate and children’s social-emotional competence. The analyses described so far, however, have not addressed the mechanisms whereby some mediating outcomes ultimately influence more distal child outcome measures.

Thus, we will also conduct a mediated analysis to examine these mechanisms. The analysis results can be used to examine whether impact estimates for the evaluation are internally consistent (that is, “make sense”) based on the theoretical relationships between mediating and longer-term outcomes. Second, program staff can use the analysis results to focus efforts on improving mediating behaviors that SACD interventions have large impacts on and that are highly correlated with longer-term child outcomes.

The approach to the mediated analysis can be considered a three-stage process. In the first stage, a longer-term outcome measure is regressed on mediators and other explanatory variables (moderators). In the second stage, the regression coefficient on each mediator is multiplied by the impact on that mediator. These products—labeled “implied impacts”—are what we would expect the impacts on the longer-term outcome to be on the basis of the relationship between the mediators and the longer-term outcome. Finally, the *implied* impacts are compared to the *actual* impacts on the longer-term outcome. These results indicate the extent to which impacts on the longer-term outcome variable can be partitioned into impacts due to each mediator.

We will use the conceptual model discussed above to specify the models that will be tested. For example, we will examine the associations between impacts on children's social-emotional competence measures (such as social problem solving, attitudes about aggression, self-efficacy, and empathy) and the impacts on behavioral outcomes (such as altruistic behavior, aggression, minor delinquency, disruptive classroom behavior, and victimization). The choice of specific models to be tested, however, will not be based solely on theoretical considerations, but also on the empirical findings. For example, it will only be meaningful to conduct mediated analyses using mediators or longer-term outcomes that are shown to be significantly influenced by the SACD interventions. Furthermore, many of the mediators may be highly correlated with each other, making it difficult to isolate the effects of some mediators from others. In this case, we will carefully select appropriate measures to include in the mediated analyses to obtain meaningful results.

Publication Plans. The three major evaluation reports in which evaluation results will be presented will coincide with the three school years that are the focus of this study: 2004-2005, 2005-2006, and 2006-2007. The reports are scheduled to be completed in August 2005, August 2006, and August 2007, respectively. A key objective of the reports will be to discuss the impacts of the program on student outcomes. Outcomes at the school-level, such as measures of school climate, will also be examined to assess whether the programs are having positive effects on the overall atmosphere of schools participating in the program. Findings from the contextual analyses discussed above will also be part of these reports.

Time Schedule. The full timeline for the evaluation is shown in Table 1. The timeline calls for major design and school selection activities between October 2003 and September 2004, data collection for the baseline year begins in fall 2004, with follow-up interviews and assessments in spring 2005, fall 2005, spring 2006, and spring 2007.

TABLE 1
SCHEDULE OF ACTIVITIES

<u>Activity</u>	<u>Schedule</u>
Design and sample selection	October 2003-September 2004
Baseline data collection	September 2004-October 2004
First Followup	April 2005-June 2005
Second Followup	September 2005-October 2005
Third Followup	April 2006-June 2006
Fourth Followup	April 2007-June 2007
Reports	First Annual Report, August 2004* Second Annual Report, August 2005 Third Annual Report, August 2006 Final Report, August 2007 Brief Reports, as requested
*Report on field test results.	

17. Approval Not to Display the Expiration Date for OMB Approval

Approval not to display the expiration date for OMB approval is not requested.

18. Exception to the Certification Statement

No exceptions to the certification statement are requested or required.

B. COLLECTION OF INFORMATION EMPLOYING STATISTICAL METHODS

1. Respondent Universe and Sampling Methods

The SACD evaluation will include seven grantees who have already been funded by the Institute of Education Sciences through a competitive grant process.⁶ Each of the seven grantees will select ten schools for the multisite study (one grantee plans to include 12 schools), for a total of 72 schools. The individual grantees are responsible for recruiting the schools to participate in the study. Schools involved in the study must serve elementary school children in kindergarten through fifth grade and be willing to be randomly assigned to treatment status. However, the respondent universe for the study will only include respondents who are *third-graders* in these 72 schools at the time of baseline data collection. New students who enter the treatment and control schools after the baseline data are collected and are in the same grade as original sample members may be added to the sample.

Random assignment will be conducted at the school level. Within a site, half the research schools will be assigned to the treatment group (which will offer the SACD intervention proposed by the grantee investigator), and half will be assigned to the control group (which will offer the status quo curriculum and activities). Random assignment at the school level is

⁶Each of the grantees will be conducting analysis of their own data they collected from their individual sites; the multisite study will be conducting pooled analyses of core evaluation data collected from all seven grantees detailed in this collection.

necessary, because the SACD initiatives aim to change the climate of the *entire* school. Thus, a design where classrooms *within* a school were randomly assigned to a treatment or control group would generate impact estimates that are more precise, but would suffer from severe contamination bias, because many students in the control group classrooms would be exposed to the intervention.

The multisite study will follow only one cohort of third grade students. The target sample size for the multisite study for each grantee is 700 third grade students (split evenly between the treatment and control groups); thus, the study anticipates a combined sample size across the seven grantees of 4,900 students. All third graders will be included in the study. We anticipate response rates of 80 percent.

2. Statistical Methods for Sample Selection and Degree of Accuracy Needed

In this section, we discuss sampling methods for the SACD study in more detail, and present power calculations for the impact estimates under the SACD study design.

a. Statistical Methodology for Stratification and Sample Selection

The sample of students for the study will be selected in three stages. The first stage, which has already occurred through an IES and CDC grant competition, was to identify the programs that would be evaluated and the investigators who would be implementing the program and evaluation in each site. Seven grantees, who will be implementing seven distinct social and character development programs, were selected through this grant process.

The next two stages involve selecting schools and then selecting students within schools.

Selecting Schools. Grantees will identify the schools who will participate in the study. Current plans call for the selection of five treatment- and five control-group schools in each site. The schools in the research sample will be selected in spring 2004 so that the treatment schools

have sufficient time to implement the interventions (for example, conduct teacher training) before the start of school in fall 2004.⁷

Grantees will use a pairwise-matching process to select the treatment and control group schools. Specifically, the sample of schools will be selected by (1) pairing similar schools using data on school and community characteristics; (2) randomly selecting five pairs using stratified sampling techniques to ensure that the selected pairs are diverse in terms of their geography, community characteristics, and student populations; and (3) randomly selecting one of each pair to the treatment group and one of each pair to the control group. This matching process will maximize the comparability of the treatment and control group schools on the basis of their observable characteristics. This design is preferable to a simple random sample design where the treatment and control schools would be randomly selected without pairwise stratification, because with only a small number of schools in the sample, the simple random sample design could produce a “bad draw” that yields treatment and control groups with different characteristics.

IES/CDC, MPR, and the grantees have developed procedures to obtain consistent school-specific data across the sites that will be used in the matching process. The team plans to identify data items that are readily available in most school districts, that are likely to be correlated with the outcome measures, and that have face validity.

⁷To the extent practical, the random assignment of schools should occur as *late* as possible to minimize the number of families who, in response to knowing which schools are in the treatment group, relocate so that their children could attend the treatment (or control) schools. If relocation rates into or out of the areas covered by treatment schools are high during the summer of 2004, then the comparability of the students in the treatment and control group schools could be jeopardized. We do not anticipate that this will be a serious problem, but we will track student mobility within the school districts included in the study.

The grantees will also use a consistent matching algorithm developed by MPR for pairing the schools. In this algorithm, schools within a district will be compared to the school with the most advantaged (or most disadvantaged) student body—labeled hereafter as the *reference* school—using observable aggregate school characteristics. A “distance” measure will then be constructed between each school and the reference school. The distance measure will be defined in various ways, including (1) the sum of squared differences between the (normalized) school characteristics of each school and the reference school; (2) the sum of absolute differences between the school characteristics of each school and the reference school (which lessens the effects of outliers); or (3) the predicted probability (propensity score) from a logit model where the binary dependent variable, set to 1 for the reference school and to 0 for the other schools, is regressed on the school measures. The distance measures will then be ordered from smallest to largest, and schools will be sequentially paired. Because the choice of distance measures is somewhat arbitrary, we will construct pairs using different distance metrics to check the robustness of the matches, and consult with program staff to select the matches that make the most sense from a face validity standpoint.

Finally, where possible grantees will replace a *pair* of schools if one school in a pair drops out of the study. For example, if a treatment school drops out, both the treatment school and the control school that is matched to that treatment school will be dropped from the study, and replaced by another matched pair of schools. This procedure will maintain the integrity of the random assignment design.

Selecting Students. The sample of children for the multisite evaluation will consist of all *third-grade* students in the treatment and control schools. We anticipate that the student sample in each site will contain about 350 third-grade children in the five treatment schools and 350

third-grade children in the five control schools. Thus, the student sample for the multisite analysis will contain 4,900 children split evenly between the treatment and control groups.

b. Estimation Procedures

The plans for the statistical analyses of the data, including descriptive statistics and multivariate models, are presented in A16.

c. Degree of Accuracy Needed

In order to assess appropriate sample sizes for the evaluation, we adopt a precision standard using impact results found in other evaluations. Several authors (for example, Cohen 1988 and Lipsey and Wilson 1993) have conducted meta-analyses across a range of fields to examine the extent to which impacts, measured in effect size units, are considered to be “meaningful.” The consensus is that effect sizes of .20 are considered to be moderate in size. Furthermore, previous evaluations of interventions targeted at improving children’s social and character development have found impacts in this range (for example, Flay et al. 2001 and Aber et al. 2003). Thus, we adopt this .20 effect size value as the standard for the SACD evaluation.⁹ This effect size will be calculated as a fraction of the standard deviation of the outcome measures being examined.

Table 2 displays minimum detectable impacts on a child outcome measured in *effect size units* (that is, as a percentage of the standard deviation of the outcome) at 80 percent power for a 95 percent one-tailed confidence interval. These calculations incorporate design effects due to clustering at the school and classroom level. On the basis of findings from previous education-

⁹Another approach is to adopt a precision standard to detect impacts such that program benefits would offset program costs. However, this is not possible for the SACD study, because it will be very difficult to assign a dollar value to some benefits of the program (for example, gains in children’s positive behavior).

related evaluations, we assume an intraclass school level of .07, and an intraclass classroom effect of .16. Other assumptions are displayed at the bottom of the table.

TABLE 2
MINIMUM DETECTABLE EFFECT SIZES

	Total Sample ^a	Minimum Detectable Effect Size with School- and Classroom- Level Clustering
Overall Sample	3,780	.16
Student Subgroups		
20 percent subgroup	840	.18
50 percent subgroup	1,890	.16
Site (Grantee) Subgroups		
2 sites	1,080	.29
4 sites	2,160	.21

^a These estimates are for the basic impact analyses without including new entrants to the sample. Thus, the estimates are conservative; power will be greater if the refresher sample is included.

Note: We assumed the following for the power calculations: a one-tailed test at 80 percent power and a 5 percent significance level, an R^2 value of .5, the proportion of the total variance that is between-classroom is .16, the proportion of total variance that is between-school is .07, 3 classrooms per school, 23 students per classroom in the original sample, 10 schools per grantee (5 treatment, 5 control), equal numbers of treatment and control students, and 7 grantees. Power calculations are based on an 80 percent response rate (or 18 students per classroom).

The expected follow-up interview sample sizes provide sufficient statistical power to provide a definitive assessment of the overall (global) impacts of the SCD interventions, as well as for subgroups of programs and children. For the overall design including all 7 grantees, the minimum detectable effect size (MDE) is .16 of a standard deviation, which is below our .20 precision standard.¹⁰ The MDE is about .18 of a standard deviation for a 20-percent subgroup of students (across all sites) and .16 of a standard deviation for a 50-percent student subgroup. The MDE is .21 of a standard deviation for examining impacts across a subgroup of four programs,

¹⁰ In the absence of clustering at the classroom effect, the minimum detectable effect size falls to .12 of a standard deviation.

which is near our benchmark value. However, the design is less effective for examining impacts across smaller subgroups of programs. For instance, the MDE is .29 of a standard deviation for examining subgroup effects using data from only two sites.

d. Unusual Problems Requiring Specialized Sampling Procedures

We do not anticipate any unusual problems which require specialized sampling procedures.

e. Use of Periodic Data Collection Cycles to Reduce Burden

The data collection for the study will include one round of baseline interviews and assessments in fall 2004, and four rounds of follow-up interviews and assessments in spring 2005, fall 2005, spring 2006, and spring 2007. Thus, each round of data collection will occur about 6 to 12 months apart. The longitudinal data will be critical for understanding the pattern of program impacts and the mechanisms through which they occur.

3. Methods to Maximize Response Rates and to Deal with Nonresponse

Attrition is an issue that must be addressed in virtually every longitudinal study whose findings are to be generalized to a larger population. Family mobility and changes in circumstances can contribute to attrition and may be expected to occur in this study as well. In the SACD research program, the local grantees are ultimately responsible for tracking sample children who move away from the school but stay within the same school district. The national evaluation contractor will work closely with them to track such children. We estimate that by the end of the data collection response rates will be 80 percent.

High response rates will hinge, initially, on high rates of caregiver consent for each child's participation in the study. The grantees are responsible for gaining informed consent from a primary caregiver for each sampled child. The national evaluator will consult with the grantees on specific strategies that have proven effective in boosting consent rates on similar projects.

For example, invitations to participate in the research will be printed on colored paper and sent home by the schools or mailed in colored envelopes so they do not get lost in backpacks or in stacks of mail. School and grantee staff will be given primary responsibility for collecting the consent forms, and will be asked to keep track of the forms as they are returned and to send out reminder slips provided by the grantees. Finally, each grantee will provide caregivers with a local telephone number to call if they have any questions about the study.

In terms of the self-administered surveys to be completed by the primary caregivers, experience from similar projects, as well as the experience of the grantees, indicates that response is highest when teachers are involved in the process. The grantees will be responsible for distributing the caregiver reports to teachers, who will then distribute them to the children in their classrooms to take them home to their parents or guardians. The national evaluator will conduct follow-up CATI interviews using its phone staff to reach nonrespondents. Interviewers will be trained to establish rapport with these respondents and remind them of the confidentiality of their responses.

The analysis plan will address nonresponse through supplemental tabulations and regression analyses that examine nonresponse patterns for each instrument to assess bias. The availability of multiple instruments and multiple waves of data make it highly likely that we will have some descriptive information to use for comparing nonrespondents with respondents. All such analyses will be carried out separately for treatment and control group members. In particular, the national evaluator will report sample attrition rates by treatment status for each site and use this information to diagnose and fix any deviations likely to affect the impact estimates.

If unit nonresponse appears to be a problem, the national evaluator can construct post-stratification weights using propensity score matching. This procedure estimates the likelihood of each sample member being a nonrespondent based on readily available information (for

example, baseline characteristics) and divides the sample according to the predicted response probabilities (propensity scores). Weights for each actual respondent will then be computed based on the number of nonrespondents with similar propensity scores. In this way, the small number of respondents who are similar to nonrespondents will be standing in for their absent counterparts.

If nonresponse for any item is over 10 percent, multiple imputation procedures will be employed. Otherwise the value of that item will be set to a special missing value code. Analysis of nonresponse will also feed back into the data collection operations by identifying critical areas and suggesting solutions, such as aggressively pursuing a subsample of students who have moved out of the area.

4. Tests of Procedures and Methods to Be Undertaken

Pretests of the Child Report, Primary Caregiver Report, Teacher Report Part I, and School Staff Report were conducted in December 2003 in order to examine the flow and clarity of questions and length of the instruments. Participants in the child and caregiver pretests were selected in order to reflect the socioeconomic range and diversity of actual respondents in the field. Teachers who participated in the pretest of the Teacher Report Part I filled out one report for a “compliant” child and one report for a “difficult” child. This allowed an accurate assessment of reporting length for different types of students. Each of the instruments was revised in the aftermath of the pretests to clarify individual items and ensure acceptable administration times.

Additional testing of the instruments is planned to further ensure the developmental appropriateness, friendliness, reliability, and validity of the instruments, as well as to confirm

administration times.¹¹ In April, the SACD-Activities instruments (Principal Interview, School Observation, and Teacher Survey) will be pretested in four Texas schools. Specifically, interviews will be conducted with four principals, all four schools will be observed using the school observation protocol, and two teachers per school will be asked to complete the Teacher Survey. Both the principals and teachers will be debriefed by researchers in order to obtain feedback on the clarity of the interview/survey, perceived burden, and any other issues they feel are important.

A wider field test to assess the data collection procedures and instruments is planned for late May or early June and is included in the burden estimates. All of the instruments will be tested in a total of two schools in either the greater Washington, D.C. or greater Princeton/Trenton area. Incentives to participating respondents will be provided as detailed for the main data collection activities. The first step will be to gain consent from primary caregivers for their children's participation in the field test. The Child Report will then be tested among children whose parents have consented in 4-5 third grade classes (approximately 100 children per school). Following group administration of the Child Report, researchers will conduct 15-20 minute debriefing sessions with small groups of 4-5 children each. Researchers will specifically probe whether the language used in the Child Report is understandable to third graders, whether they found the report easy or difficult to complete, and any other issues they deem important.

Third grade teachers (approximately 4-5 per school) will complete the Teacher Report Part I for each consenting child. They will also complete the Teacher Report Part II. Within each of the two schools, up to 10 "other" teachers – whose students are not completing the Child Report –

¹¹If the administration times are longer than currently estimated, we will reduce them to the estimated lengths.

will be asked to complete the School Staff Report. A 30-minute debriefing session will be held with this group of “other” teachers to discuss the report, including its clarity, instructions, perceived burden, and other important issues.

Primary caregivers of consenting children will be asked to complete the Primary Caregiver Report, which will be distributed through the third grade teachers of participating classrooms and returned by mail to the research team. For those caregivers who consented to their child’s participation, but did not return the Primary Caregiver Report, follow-up telephone administration of the report will be conducted. Individual telephone debriefing sessions will be conducted with up to twenty primary caregivers (ten who responded to the initial distribution of the report through their child’s teacher and ten who responded via telephone follow-up by the research team).

In addition, the SACD-Activities instruments (School Observation, Principal Interview, and Teacher Survey) will be field tested in the same two schools. Interviews will be conducted with the principals of each school, the physical space of each school will be observed using the observation protocol, and two teachers per school (who are also filling out the School Staff Report) will be asked to complete the Teacher Survey. Both the principals and teachers will be debriefed by researchers in order to obtain feedback on the clarity of the interview/survey, perceived burden, and any other issues they feel are important.

5. Individuals Consulted on Statistical Aspects of the Design

All instruments and procedures have been reviewed extensively by the Institute of Education Sciences, the National Center for Injury Prevention and Control, and the members of the Social and Character Development research program consortium. The following individuals have worked closely in developing the instruments, data collection procedures that will be used, and will be responsible for data analysis.

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APPENDIX I

NORMATIVE AND PSYCHOMETRIC PROPERTIES OF THE INSTRUMENTS

Appendix I. Normative and Psychometric Properties of the Instruments

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Normative Beliefs About Aggression	Attitudes about aggression	Child	Measures children's beliefs about the acceptability of aggression (beliefs about retaliation aggression and aggression in general)	Internal consistency = .90, One year stability = .39; Relates to expression of aggression; Predicts aggression over time	Elementary school children and older; Urban African American, Hispanic, and white; Used in Resolving Conflict Creatively and MACS evaluations	Huesmann, L.R., & Guerra, N.G. (1997). Children's normative beliefs about aggression and aggressive behavior. <i>Journal of Personality and Social Psychology</i> , 72, 408-419.
Children's Self-Efficacy for Peer Interaction Scale	Self-efficacy	Child	Taps children's evaluations of their ability to perform a verbal or persuasive prosocial skills in conflict and nonconflict peer interactions	Internal consistency = .85 (.85 for conflict, .73 for nonconflict); Test-retest reliability .90 for boys and .80 for girls; Correlates with anxiety, general self-concept	Middle-class 3rd-5th graders	Wheeler, V. A., & Ladd, G. W. (1982). Assessment of children's self-efficacy for social interactions with peers. <i>Developmental Psychology</i> , 18, 795-805.
Children's Empathy Questionnaire	Empathy	Child	Taps children's empathic response to hypothetical actual and anticipated events	Internal consistency of reactive empathy = .72; anticipated empathy = .73; Negatively correlates with attitudes toward violence	African American, Hispanic, and White 4th to 6th graders in a mid-size city	Funk, J., Elliott, R., Bechtoldt, H., Pasold, T., & Tsavoussis, A. (2003). The Attitudes Toward Violence Scale: Child version. <i>Journal of Interpersonal Violence</i> , 18, 186-196.

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Engagement versus Disaffection with Learning	School engagement	Child	Assesses behavioral and emotional engagement in the classroom; perceptions of effort, attention, and persistence while initiating and sustaining learning activities	Internal consistency = .75 (behavioral engagement) to .86 (emotional engagement); Correlates with a sense of belonging or relatedness to teachers and classmates, academic performance, and perceived control over academic success	3rd through 6th grade students in a middle-class, suburban-rural school district; African American, Latino, and white students	Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. <i>Journal of Educational Psychology</i> , 95, 148-162.
Sense of School as a Community Scale; Child Version	School connectedness	Child and School Staff	Assesses the quality of social relationships among students and school personnel	Internal consistency = .91	3rd through 5th grade students in diverse school districts with diverse student populations	Roberts, W., Horn, A., & Battistich, V. (1995, April). Assessing students' and teachers' sense of the school as a caring community. Paper presentation at the meeting of the American Educational Research Association.
Feelings of Safety at School	Feelings of safety at school	Child and Teacher	Assesses children's feelings of safety at and on the way to/from school, and the degree to which these feelings affect behavior at school	No internal consistency or validity information; Scale constructed by IES/CDC staff based on several instruments	Instruments measure is based on have been used with elementary school students	IES/CDC

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Aggression Scale	Children's aggressive behavior	Child	Measures children's verbal and physical aggression	Internal consistency = .87; High stability over time; Correlates with predictors of violence	Middle school students	Orpinas, P., & Frankowski, R. (2001). The Aggression Scale: A self-report measure of aggressive behavior for young adolescents. <i>Journal of Early Adolescence</i> , 21, 50-67.
Frequency of Delinquent Behavior	Minor Delinquency	Child	Assesses how often children engage in delinquent behavior (e.g., theft, vandalism)	One year stability = .71; Correlates with peer nominated aggression	Middle school students	Loeber, R., & Dishion, T.J. (1983). Early predictors of male delinquency: A review. <i>Psychological Bulletin</i> , 94, 325-382
Victimization	Victimization in school	Child	Measures the frequency of being teased, pushed, or threatened at school	Internal consistency = .85; Correlates with the aggression scale	Middle school students	Orpinas, P., & Kelder, S. (1995). Students for Peace Project: Second student evaluation. Unpublished Manuscript. Houston, TX: University of Texas Health Science Center at Houston, School of Public Health.
BASC Aggression Subscale; Parent Report	Children's aggressive behavior	Primary Caregiver	Measures children's verbal and physical aggression	Internal consistency = .83; Test-retest reliability = .84; Correlates with CBCL and Conners' Parent Rating Scales	Ages 6-11; normative sample	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.
BASC Conduct Problems Subscale; Parent Report	Children's conduct problems	Primary Caregiver	Measures socially deviant and disruptive behaviors that are characteristic of conduct disorder	Internal consistency = .82; Test-retest reliability = .92; Correlates with CBCL externalizing subscale; Differentiates clinical and nonclinical samples	Ages 6-11; normative sample	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Community Risks	Community risk	Primary Caregiver	Measures the degree to which community risk factors are present in the child's neighborhood (e.g., presence of trash, noise, crime)	Internal consistency = .89	Urban families; African American; Urban and Rural; Greater community risks in urban areas; Correlates with psychosocial adjustment	Forehand, R., Brody, G.H., Armistead, L. et al. (2000). The role of community risks and resources in the psychosocial adjustment of at-risk children: An examination across two community contexts and two informants. <i>Behavior Therapy</i> , 13, 395-414.
Community Protective Factors	Community resources	Primary Caregiver	Assess the degree to which resources are available in the neighborhood	No internal consistency or validity information; scale constructed by IES/CDC	None	IES/CDC
Confusion, Hubbub, and Order Scale	Environmental confusion	Primary Caregiver	Assesses the degree of unwanted stimulation in the home (e.g., noise, crowding, and traffic patterns)	Internal consistency = .79; Test-retest reliability = .74; Negatively correlates with SES and parent education level; Correlates with young children's social and cognitive development	Used with African American and white families	Matheny, A.P., Wachs, T.D., Ludwig, J.L., & Phillips, K. (1995). Bringing order out of chaos: Psychometric characteristics of the Confusion, Hubbub, and Order Scale. <i>Journal of Applied Developmental Psychology</i> , 16, 429-444.
Alabama Parenting Questionnaire	Positive parenting and supervision/monitoring	Primary Caregiver	Assesses the degree to which a parent supports the child and rewards him/her with praise; Indicates the degree of monitoring and supervision of the child	Internal consistency = .75 (Monitoring) to .85 (Positive parenting)	Used with clinical and nonclinical samples; Ethnically diverse; Varying SES levels; Single and dual parent households	Shelton, K.K., Frick, P.J., & Wootton, J. (1996). Assessment of parenting practices in families of elementary school-age children. <i>Journal of Clinical Child Psychology</i> , 25, 317-329.

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Altruistic Behavior	Child's prosocial behavior	Primary Caregiver, Teacher, and child	Assesses the child's propensity to perform acts of caring and helping.	Internal consistency = .82	Used with a diverse population of elementary school children.	Soloman, D., Battistich, V., Watson, M. Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. <i>Social Psychology of Education</i> , 4, 3-51.
Child-Centered Social Control and Intergenerational Closure	Social capital in the community	Primary Caregiver	Assesses child-centered behavior that illustrates social cohesion and neighborhood control; support of neighborhood children by adults	Child-Centered Social Control internal consistency = .72; Intergenerational Closure = .74; Related to social capital oriented neighborhood services; Lower in disadvantaged, residentially unstable, high-density areas	Used with ethnically diverse samples, varying social class	Sampson, R.J., Morenoff, J.D., & Earls, F. (1999). Beyond social capital: Spatial dynamics of collective efficacy for children. <i>American Sociological Review</i> , 64, 633-660.
Background Questionnaire	Demographics	Primary Caregiver	Gathers demographic data.	N/A	Used with ethnically diverse samples, varying social class	CDC
Social Competence	Child's self-regulation, cooperation, and prosocial behavior	Primary Caregiver and Teacher	Assesses emotional and behavioral regulation, prosocial behavior, and cooperative behaviors, such as sharing materials or complying with rules and directions	Internal consistency = .87	Urban and rural elementary school children, grades 1-6; High risk sample	Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. <i>Journal of Consulting and Clinical Psychology</i> , 67, 631-647.

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Responsibility Scale	Child's responsibility	Primary Caregiver and Teacher	Measures the degree to which children take responsibility for their own actions	No internal consistency or validity information; Scale constructed by IES/CDC	Some items used to build scale have been tested with elementary school students	IES/CDC
Parent and Teacher Involvement Measure; Parent and Teacher Report	Parent involvement in the child's school life	Primary Caregiver and Teacher	Measures the degree to which parents interact with teachers and school staff, participate in school activities, attend school events, are involved in their children's academic lives (help with homework, stress the importance of learning); and feel welcomed at the school	Internal consistency = .77 (Freq of parent-teacher contact); .90 (Qual of relationship between parent and teacher); .78 (Parent involvement with school); .92 (Parent endorsement of child school); Correlates with degree of risk	Elementary school students; high risk and normative sample	CPPRG (1991). Parent-Teacher Involvement Measure - Parent. (Online). Available: http://www.fasttrackproject.org/
BASC Aggression Subscale; Teacher Report	Children's aggressive behavior	Teacher	Assesses children's verbal and physical aggression	Internal consistency = .95; Test-retest reliability = .91; Correlates with TRF (Achenbach)	Ages 6-11; normative sample	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.
BASC Conduct Problems Subscale; Teacher Report	Children's conduct problems	Teacher	Measures socially deviant and disruptive behaviors that are characteristic of conduct disorder	Internal consistency = .77; Test-retest reliability = .80; Correlates with TRF (Achenbach)	Ages 6-11; normative sample	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
Sutter-Eyberg Student Behavior Inventory	Disruptive classroom behavior	Teacher	Measures children's disruptive behavior in the classroom (e.g., making noises, disturbing other students)	Internal consistency = .97; Stability = .52	Used in rural K-5 schools, mostly Caucasian [Burns, G.L., Walsh, J.A., & Owen, S.M. (1995). Twelve-month stability of disruptive classroom behavior as measured by the Sutter-Eyberg Student Behavior Inventory. <i>Journal of Clinical Child Psychology</i> , 24, 453-462.]	Rayfield, A., Eyberg, S.M., & Foote, R. (1998). Revision of the Sutter-Eyberg Student Behavior Inventory: Teacher ratings of conduct problem behavior. <i>Educational and Psychological Measurement</i> , 58, 88-98.
SSRS Academic Competence and Achenbach's Teacher Report Form (TRF)	Academic competence	Teacher	Measures a student's academic performance relative to grade-level expectations in various achievement areas (e.g., reading, math)	SSRS - Internal consistency = .96; Test-retest reliability = .93; Negatively correlates with problem behaviors TRF – Internal consistency range = .72 to .95; Test-retest reliability range = .62 to .96.	SSRS - Grades K-6; normative sample TRF – diverse sample of 2,319 children.	Gresham, F.M., & Elliott, S.N. (1990). <i>Social Skills Rating System</i> . Circle Pines, MN: American Guidance Service. Achenbach, T. M. (1991). Manual for the teacher's report form and 1991 profile. Burlington, VT: University of Vermont, Department of Psychiatry.
Teacher Survey on Professional Development and Training	Demographics and teaching experience	Teacher and School Staff	Gathers background information on teachers, including demographics, certification, teaching experience, and professional development	N/A	Nationally representative sample	Lewis, L. et al. (1999). U.S. Department of Education. National Center for Education Statistics. <i>Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers</i> .

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
School-Level Environment Questionnaire	School Organizational Climate	School Staff	Measures the degree to which teachers and school staff are supported and valued by administration officials; are provided adequate resources for carrying out their duties; are autonomous in managing their own activities; are collegial with one another and school leadership; and have a voice in school policy decisions	Internal consistency = .82 for full scale; Affiliation = .84, Student Support = .85, Professional Interest = .81, Staff Freedom = .64, Participatory Decision Making = .82, Innovation = .81, Resource Adequacy = .65; No reliability information yet for work pressure scale; Preliminary evidence that it differentiates different types of schools; Case study suggests scale is sensitive enough to pick up change post-intervention	Elementary school teachers; Developed in Australia	Rentoul, A.J., & Fraser, B.J. (1983). Development of a school-level environment questionnaire. <i>Journal of Educational Administration</i> , 21, 21-39. Fisher, D. L., & Fraser, B. J. (1991). Validity and use of school environment instruments. <i>Journal of Classroom Interaction</i> , 26, 13-18.
SACD-Activities Observation	Extent and nature of SACD-relevant displays and artifacts in the school	None (observation)	Presence and nature of SACD-relevant displays or artifacts in various school locations	N/A	None	IES/CDC

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
SACD-Activities Principal Interview	School-wide SACD activities and policies	School principal	School-wide activities related to SACD, including decision-making and cross-grade-level work; school wide policies an programs with a specific focus on social and character development	N/A	None	IES/CDC
SACD-Activities Teacher Survey	Classroom and school-wide SACD activities and strategies; professional training in SACD areas	School Staff	Classroom activities and strategies related to social and character development; approaches to classroom management and instruction; school-wide SACD activities; professional development	N/A	None	IES/CDC

Measure	Construct	Respondent	General Description	Psychometrics	Samples Tested	Reference(s)
School Records	School- and student-level academic and behavioral outcomes	None (records)	<p>School-level: student demographics, test scores, school characteristics, and behavioral indicators</p> <p>Student-level: demographics, grades, test scores, awards, and behavioral indicators</p>	N/A	None	IES/CDC

N/A = not available.

APPENDIX II
CHILD REPORT

Child Report

The evaluation instruments of the Social and Character Development Research Program contain items from a variety of difference sources. Please be advised that some items in this instrument are not in the public domain. Some of the items are copyrighted by authors not associated with the U.S. Department of Education, and separate permission to use those items is required. Use of an item without the permission of the copyright holder may result in criminal or civil penalties. If you wish to use items from the instrument, please contact the Institute of Education Sciences, U.S. Department of Education to obtain the "Social and Character Development Research Program Evaluation Instruments: Measure Permission Information" document that provides an overview of restrictions applicable to the source documents.

NOTICE: According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB Control Number. The valid OMB Control Number for this information collection is xxxx-xxxx. The time required to complete this information collection is estimated to average 50 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, DC 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Institute of Education Sciences, U.S. Department of Education, 555 New Jersey Avenue, N.W., Washington, DC 20208.

Part A – About you

A1. Are you a boy or a girl?

¹ ☐ Boy

² ☐ Girl

A2. What grade are you in?

_____ GRADE

A3. How old are you?

_____ YEARS

A4. When is your birthday?

Month

Day

¹ ☐ January

☐ 1

☐ 13

☐ 25

² ☐ February

☐ 2

☐ 14

☐ 26

³ ☐ March

☐ 3

☐ 15

☐ 27

⁴ ☐ April

☐ 4

☐ 16

☐ 28

⁵ ☐ May

☐ 5

☐ 17

☐ 29

⁶ ☐ June

☐ 6

☐ 18

☐ 30

⁷ ☐ July

☐ 7

☐ 19

☐ 31

⁸ ☐ August

☐ 8

☐ 20

⁹ ☐ September

☐ 9

☐ 21

¹⁰ ☐ October

☐ 10

☐ 22

¹¹ ☐ November

☐ 11

☐ 23

¹² ☐ December

☐ 12

☐ 24

A5. What year were you born?

¹ ☐ 1994

² ☐ 1995

³ ☐ 1996

⁴ ☐ 1997

⁵ ☐ 1998

⁶ ☐ Some Other Year (*write in below*)

B. What do you think about school?

Here are some statements about your school. For each one, use an X to tell us how much you agree or disagree with the statement. You should only mark one box for each statement.

B1. Students at this school really care about each other.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B2. Students at this school are willing to go out of their way to help someone.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B3. When I'm in class, I participate in class discussion.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B4. When I'm having a problem, some other student will help me.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B5. I try hard to do well in school.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B6. I feel safe at this school.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B7. In class, I work as hard as I can.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B8. Teachers and students treat each other with respect in this school.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B9. I pay attention in class.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B10. I am afraid that someone will hurt me at school.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B11. When I am in class, I listen very carefully.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B12. People care about each other in this school.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B13. When I'm in class, I just act like I'm working.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B14. Students at this school work together to solve problems.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B15. I don't try very hard in school.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B16. Students in this school don't seem to like each other very well.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B17. Students in this school are just looking out for themselves.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B18. In class, I just do enough to get by.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B19. Students in this school treat each other with respect.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B20. When I'm in class, I think about other things.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B21. My school is like a family.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B22. The students in this school don't really care about each other.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B23. Other students are afraid that someone will hurt them at school.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B24. When I'm in class, my mind wanders.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B25. I feel that I can talk to the teachers in this school about things that are bothering me.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B26. Teachers and students in this school don't seem to like each other.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT

B27. Students in this school help each other, even if they are not friends.

1 ☐ Disagree A LOT 2 ☐ Disagree a little 3 ☐ Agree a little 4 ☐ Agree A LOT



Part C – Could you do this?

Next are some things that could happen to you and things you might say to another person. For each, use an X to tell us how hard or easy it would be for you to do that. Mark one box for each statement.

C1. Some kids are teasing your friend.

Telling them to stop is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C2. Some kids are going to lunch.

Asking them if you can sit with them is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C3. A kid cuts in front of you in line.

Telling the kid not to cut in is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C4. A kid wants to do something that will get you in trouble.

Asking the kid to do something else is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C5. Some kids are making fun of someone in your classroom.

Telling them to stop is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C6. Some kids need more people to be on their teams.

Asking to be on a team is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C7. A kid always wants to be first when you play a game.

Telling the kid you are going first is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C8. Your class is going on a trip and everyone needs a partner.

Asking someone to be your partner is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C9. A kid does not like your friend.

Telling the kid to be nice to your friend is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C10. Some kids are deciding what game to play.

Telling them about a game you like is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C11. A group of kids wants to play a game that you don't like.

Asking them to play a game you like is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy

C12. A kid is yelling at you.

Telling the kid to stop is _____ for you.

1 ☐ REALLY hard

2 ☐ Hard

3 ☐ Easy

4 ☐ REALLY easy



Part D – What do you think about how kids act?

For each of these statements, please tell us whether YOU think its OK or NOT OK for kids to do these things. Put an X next to you answer. Mark only one box for each statement.

D1. It is wrong to hit other people.

1 ☐ Really wrong 2 ☐ Sort of wrong 3 ☐ Sort of OK 4 ☐ Perfectly OK

D2. If you're angry, it is OK to say mean things to other people.

1 ☐ Really wrong 2 ☐ Sort of wrong 3 ☐ Sort of OK 4 ☐ Perfectly OK

D3. Is it OK to yell at others and say bad things.

1 ☐ Really wrong 2 ☐ Sort of wrong 3 ☐ Sort of OK 4 ☐ Perfectly OK

D4. It is OK to push or shove other people around if you're mad.

1 ☐ Really wrong 2 ☐ Sort of wrong 3 ☐ Sort of OK 4 ☐ Perfectly OK

D5. It is wrong to insult other people.

1 ☐ Really wrong 2 ☐ Sort of wrong 3 ☐ Sort of OK 4 ☐ Perfectly OK

D6. It is wrong to take it out on others by saying mean things when you're mad.

1 ☐ Really wrong 2 ☐ Sort of wrong 3 ☐ Sort of OK 4 ☐ Perfectly OK

D7. It is wrong to get into physical fights with others.

1 ☐ Really wrong 2 ☐ Sort of wrong 3 ☐ Sort of OK 4 ☐ Perfectly OK

D8. It is OK to take your anger out on others by using physical force.

1 ☐ Really wrong 2 ☐ Sort of wrong 3 ☐ Sort of OK 4 ☐ Perfectly OK



Part E – How does this make you feel?

Below are some things that can happen to kids every day. Think about how YOU feel, or would feel when these things happen to you. Put an X next to your answer. Mark only one answer for each statement. Remember, your answers are private and no one will know how you answered.

E1. When I'm mean to someone, I usually feel bad about it later.

☐ Yes

☐ Sometimes

☐ No

E2. I'm happy when the teacher says my friend did a good job.

☐ Yes

☐ Sometimes

☐ No

E3. I would get upset if I saw someone hurt an animal.

☐ Yes

☐ Sometimes

☐ No

E4. I understand how other kids feel.

☐ Yes

☐ Sometimes

☐ No

E5. I would feel bad if my mom's friend got sick.

☐ Yes

☐ Sometimes

☐ No

E6. Other people's problems really bother me.

☐ Yes

☐ Sometimes

☐ No

E7. I feel happy when my friend gets a good grade.

☐ Yes

☐ Sometimes

☐ No

E8. When I see a kid who is upset it really bothers me.

☐ Yes

☐ Sometimes

☐ No

E9. I would feel bad if the kid sitting next to me got in trouble.

☐ Yes

☐ Sometimes

☐ No

E10. It's easy for me to tell when my mom or dad has a good day at work.

☐ Yes

☐ Sometimes

☐ No

E11. It bothers me when my teacher doesn't feel well.

☐ Yes

☐ Sometimes

☐ No

E12. I feel sorry for kids who can't find anyone to hang out with.

☐ Yes

☐ Sometimes

☐ No

E13. Seeing a kid who is crying makes me feel like crying.

☐ Yes

☐ Sometimes

☐ No

E14. If two kids are fighting, someone should stop it.

☐ Yes

☐ Sometimes

☐ No

E15. It would bother me if my friend got grounded.

☐ Yes

☐ Sometimes

☐ No

E16. When I see someone who is happy, I feel happy too.

☐ Yes

☐ Sometimes

☐ No



Part F – Things that kids do.

Below are some things that kids do from time to time. How many times in the **last two weeks** has each happened to YOU. Put an X next to your answer. Mark only one answer for each statement. Remember, your answers are private and no one will see how you answered, not even your teacher.

F1. I helped someone who was hurt.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F2. I teased a kid at school.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F3. I was sent home from school for bad behavior.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F4. I cheered up someone who was feeling sad.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F5. I was loud or made so much noise at school that I got in trouble.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F6. I pushed, shoved, or hit a kid from school.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F7. I took things at school without paying for them, such as food in the lunchroom.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F8. I helped someone who was being picked on.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F9. I called a kid at school a bad name.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F10. I helped someone who fell down.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F11. I said that I would hit a kid at school.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F12. I got help for someone who was hurt.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F13. I left out another kid on purpose.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F14. I helped an older person.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F15. I made up something about other students to make other kids not like them anymore.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F16. I stopped a kid from hurting another kid.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F17. A kid from school teased me.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F18. I helped a younger child who was lost.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F19. A kid from school pushed, shoved, or hit me.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F20. A kid from school called me a bad name.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F21. I broke or ruined something on purpose that belonged to the school.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F22. Kids from my school said that they were going to hit me.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F23. I took something at school from the teacher or other kids that did not belong to me.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F24. Other kids left me out on purpose.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F25. I copied other students' homework or copied off of the other students' tests.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

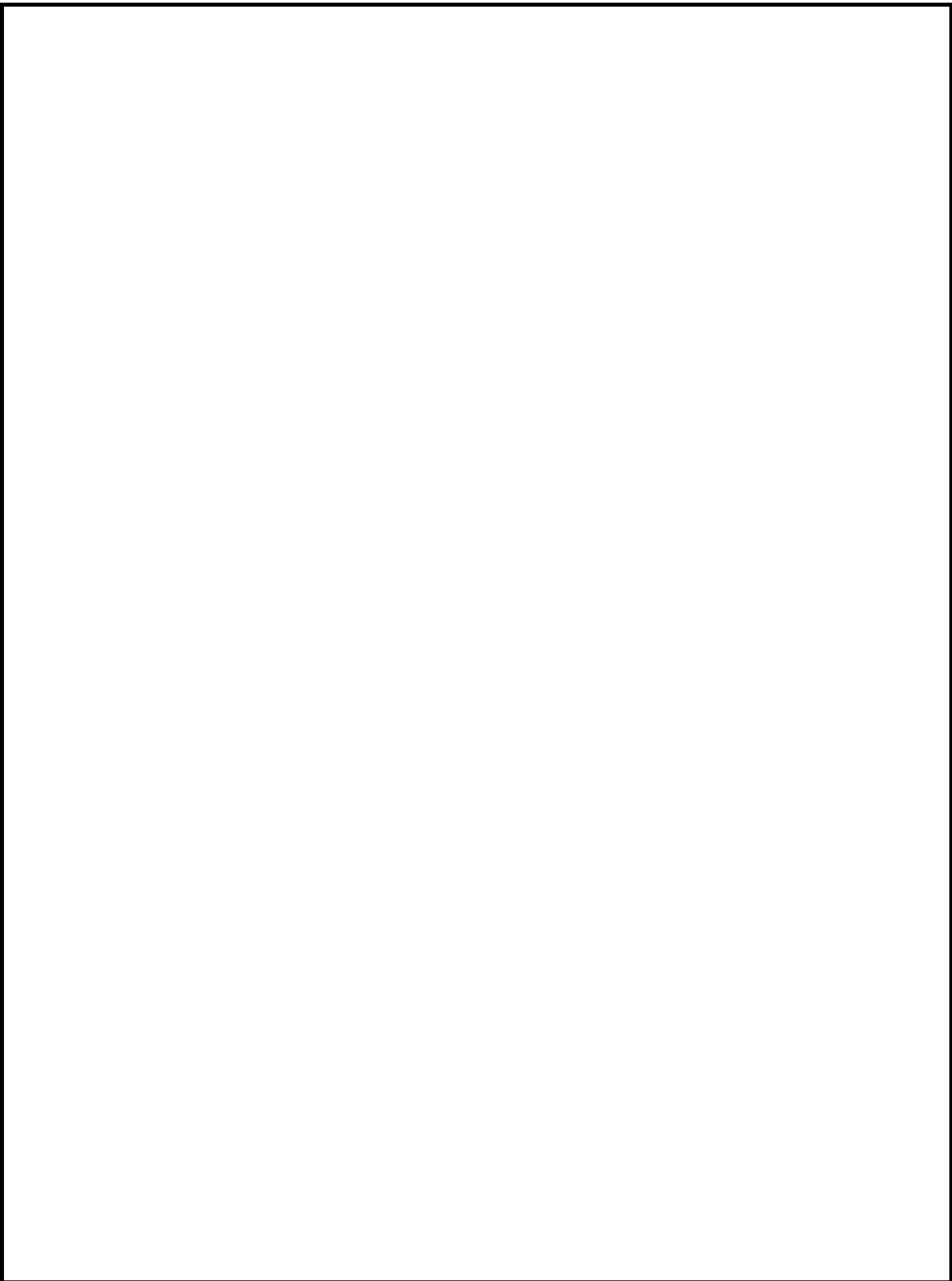
F26. A student made up something about me to make other kids not like me anymore.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times

F27. I skipped school or didn't go to class without an excuse.

0 ☐ Never 1 ☐ Once or twice 2 ☐ A few times 3 ☐ Many times





APPENDIX III

TEACHER REPORT PART I—CHILD ASSESSMENT

Teacher Report

Part I - Child Assessment

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A. ABOUT THIS CHILD

A1. Please rate each of the listed behaviors according to how well it describes THIS child. Think of his or her typical behavior that you have observed in the past 30 days.

Mark only one answer for each item

	Never	Sometimes	Often	Almost always
1. Takes care of own things.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. Can accept things not going his/her way.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. Is truant	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4. Blames others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Copes well with failure	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. Shows a lack of concern for others' feelings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7. Shows off.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. Accepts legitimate imposed limits	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9. Has to stay after school for punishment.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10. Threatens to hurt others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11. Expresses needs and feelings appropriately.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12. Acts defiant when told to do something	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
13. Yells or screams	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
14. Apologizes when he/she has done something wrong	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
15. Returns borrowed belongings or materials.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
16. Thinks before acting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
17. Breaks other children's things.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
18. Hits other children.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
19. Resolves peer problems on his/her own	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
20. Dawdles in obeying rules or instructions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
21. Is a sore loser	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
22. Can calm down when excited or all wound up	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
23. Takes care of borrowed belongings or materials.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
24. Is critical of others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
25. Can wait in line patiently when necessary.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
26. Tries to get away with things that he or she knows are wrong	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
27. Talks back to teachers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
28. Is very good at understanding other people's feelings.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
29. Skips classes at school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A1. Rate each behavior according to how it describes THIS child in the past 30 days.*(continued)**Mark only one answer for each item*

	Never	Sometimes	Often	Almost always
30. Complains about rules	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
31. Is aware of the effect of his/her behavior on others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
32. Cheats in school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
33. Has been suspended from school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
34. Works well in a group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
35. Denies wrongdoing even when confronted with evidence.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
36. Teases others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
37. Plays by the rules of the game.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
38. Calls other children names	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
39. Controls temper when there is a disagreement.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
40. Argues when denied own way	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
41. Shares materials with others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
42. Does not obey school rules on his/her own.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
43. Makes noises in class.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
44. Asks before borrowing or taking something	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
45. Cooperates with peers without prompting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
46. Steals at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
47. Is helpful to others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
48. Bullies others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
49. Listens to others' points of view	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
50. Demands teacher attention.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
51. Can give suggestions or opinions without being bossy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
52. Has friends who are in trouble	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
53. Acts friendly towards others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
54. Uses foul language.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
55. Orders others around.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
56. Takes responsibility for own actions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
57. Is overactive or restless	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
58. Interrupts teachers or other students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
59. Complains about police or other law enforcement officers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A2. How many times in the past 30 days have you observed THIS child doing each of the following actions?

Mark only one answer for each item

	Never	Once or twice	A few times	Many times
1. Helped someone who was hurt.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. Cheered up someone who was feeling sad	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. Helped someone who was being picked on.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4. Helped someone who fell down	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Got help for someone who was hurt	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. Helped an older person	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7. Stopped a child from hurting another child.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. Helped a younger child who was lost.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A3. These items require your judgments of this child's academic or learning behaviors as observed in your classroom. Compare the child with grade level standards. Please indicate the child's performance or ability by answering the following questions.

Mark only one answer for each item

	Far below grade level	Somewhat below grade level	At grade level	Somewhat above grade level	Far above grade level
1. In reading, how does this child perform?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. In mathematics, how does this child perform?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Overall, this child's intellectual functioning is:	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. Overall, this child's academic performance is:.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

A4. Compared to the average 3rd grade child, this child's overall motivation to succeed academically is:

- 1 ☐ Extremely low
- 2 ☐ Low
- 3 ☐ Average
- 4 ☐ High
- 5 ☐ Extremely high

B. ABOUT THIS CHILD'S PARENTS OR GUARDIANS

B1. In the past 30 days how often have this child's parents or guardians done the following actions?

Mark only one answer for each item

	Never	Once or twice	Almost every month	Almost every week	More than once each week	Cannot judge
1. Called you on the phone	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
2. Volunteered at school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
3. Written you a note or email	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
4. Asked questions or made suggestions about this child	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
5. Been invited to attend a parent- teacher conference	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
6. Attended a parent-teacher conference	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>

B2. How well do you feel you can talk to and be heard by this child's parents or guardians?

- 1 ☐ Not at all
- 2 ☐ A little
- 3 ☐ Somewhat
- 4 ☐ Well
- 5 ☐ Very well
- 6 ☐ Cannot judge

B3. How involved is this child's parent or guardian in his/her education and school life?

- 1 ☐ Not at all
- 2 ☐ A little
- 3 ☐ Somewhat
- 4 ☐ Involved
- 5 ☐ Very involved
- 6 ☐ Cannot judge

B4. Compared to the parents of other children in your class, how would you rate the encouragement to succeed academically that this child receives from his/her parents or guardians?

- 1 ☐ Very low
- 2 ☐ Somewhat low
- 3 ☐ About average
- 4 ☐ Somewhat high
- 5 ☐ Very high
- 6 ☐ Cannot judge

APPENDIX IV

TEACHER REPORT PART II—BACKGROUND AND EXPERIENCE

Teacher Report

Part II - Background and Experience

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1. Are you male or female?

- 1 ☐ Male
2 ☐ Female

2. Are you of Hispanic or Latino origin?

Mark only one answer

- 1 ☐ Yes
0 ☐ No

3. What is your race?

Mark one or more to describe yourself

- 1 ☐ American Indian or Alaska Native
2 ☐ Asian
3 ☐ Black or African American
4 ☐ Native Hawaiian or
Other Pacific Islander
5 ☐ White

4. Including this school year, how many years have you been employed as a teacher?

| YEARS

5. Including this school year, how many years have you been employed as a teacher at this school?

| YEARS

6. Do you have a general elementary education teaching certificate in this state?

- 1 ☐ Yes
0 ☐ No → **Go to Question 8**

7. What type of certificate do you hold?

- 1 ☐ Regular or standard state certificate, or advanced professional certificate
2 ☐ Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"
3 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

8. Please mark the box(es) next to the degrees you hold. If you completed more than one degree at a level, please provide information for all degrees.

- 1 ☐ Bachelor's degree(s)
2 ☐ Master's degree(s)
3 ☐ Doctorate degree(s)
0 ☐ Other degree(s) (*Specify*) ☐

9. Considering all of the professional development activities in which you participated in the last 12 months (excluding preservice training), how many total hours, if any, have you spent in activities in which the following content areas were a major focus?

Total hours spent in last 12 months

	0	1-8	9-32	More than 32
a. New methods of teaching (such as, cooperative learning).....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Student performance assessment (such as, methods of testing, applying results to modify instruction).....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Classroom management, including student discipline	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

APPENDIX V
SCHOOL STAFF REPORT

School Staff Report

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A. ABOUT THIS SCHOOL

A1. How much do you agree or disagree with the following statements about your school?

Mark only one answer for each item

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. There are many disruptive, difficult students in the school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. I seldom receive encouragement from colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Teachers frequently discuss teaching methods and strategies with each other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. I am often supervised to ensure that I follow directions correctly.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. Decisions about the running of the school are usually made by the principal or a small group of teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. It is very difficult to change anything in this school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. The school or department library includes an adequate selection of books and periodicals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. There is constant pressure to keep working.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. Most students are helpful and cooperative to teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. I feel accepted by other teachers.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. Teachers avoid talking with each other about teaching and learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. I am not expected to conform to a particular teaching style	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. I have to refer even small matters to a senior member of staff for a final answer	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
14. Teachers are encouraged to be innovative in this school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
15. The supply of equipment and resources is inadequate	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16. Teachers have to work long hours to complete all their work.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
17. Most students are pleasant and friendly to teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
18. I am ignored by other teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
19. Professional matters are seldom discussed during staff meetings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

A1. How much do you agree or disagree with the following statements about your school?
(continued)

Mark only one answer for each item

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
20. It is considered very important that I closely follow syllabuses and lesson plans	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
21. Action can usually be taken without gaining the approval of the subject department head or a senior member of staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
22. There is a great deal of resistance to proposals for curriculum change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
23. Video equipment, tapes, and files are readily available and accessible	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
24. Teachers don't have to work very hard in this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
25. There are many noisy, badly-behaved students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
26. I feel that I could rely on my colleagues for assistance if I needed it	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
27. Many teachers attend inservice and other professional development courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
28. There are few rules and regulations that I am expected to follow	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
29. Teachers are frequently asked to participate in decisions concerning administrative policies and procedures	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
30. Most teachers like the idea of change	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
31. Adequate duplicating facilities and services are available to teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
32. There is no time for teachers to relax	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
33. Students get along well with teachers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
34. My colleagues seldom take notice of my professional views and opinions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
35. Teachers show little interest in what is happening in other schools	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
36. I am allowed to do almost as I please in the classroom	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
37. I am encouraged to make decisions without reference to a senior member of staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
38. New courses or curriculum materials are seldom implemented in the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
39. Tape recorders and cassettes are seldom available when needed	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
40. Students feel safe in this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

A1. How much do you agree or disagree with the following statements about your school?

(continued)

Mark only one answer for each item

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
41. You can take it easy and still get the work done	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
42. Most students are well-mannered and respectful to the school staff	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
43. I feel that I have many friends among my colleagues at this school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
44. Teachers are keen to learn from their colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
45. My classes are expected to use prescribed textbooks and prescribed resource materials.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
46. I must ask my subject department head or senior member of staff before I do most things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
47. There is much experimentation with different teaching approaches	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
48. Facilities are inadequate for catering for a variety of classroom activities and learning groups of different sizes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
49. Seldom are there deadlines to be met	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
50. Very strict discipline is needed to control many of the students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
51. I often feel lonely and left out of things in the staffroom	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
52. Teachers show considerable interest in the professional activities of their colleagues....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
53. I am expected to maintain very strict control in the classroom.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
54. I have very little say in the running of the school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
55. New and different ideas are always being tried out in this school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
56. Projectors for filmstrips, transparencies, and films are usually available when needed	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
57. It is hard to keep up with your work load.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
58. Students are afraid that someone will hurt them at school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

B. YOUR BACKGROUND AND EXPERIENCE

B1. Are you male or female?

- 1 ☐ Male
2 ☐ Female

B2. Are you of Hispanic or Latino origin?

Mark only one answer

- 1 ☐ Yes
0 ☐ No

B3. What is your race?

Mark one or more to describe yourself

- 1 ☐ American Indian or Alaska Native
2 ☐ Asian
3 ☐ Black or African American
4 ☐ Native Hawaiian or
Other Pacific Islander
5 ☐ White

B4. Including this school year, how many years have you been employed as a teacher?

| YEARS

B5. Including this school year, how many years have you been employed as a teacher at this school?

| YEARS

B6. Do you have a general elementary education teaching certificate in this state?

- 1 ☐ Yes
0 ☐ No → **Go to Question B8**

B7. What type of certificate do you hold?

- 1 ☐ Regular or standard state certificate, or advanced professional certificate
2 ☐ Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program"
3 ☐ Probationary certificate (the initial certificate issued after satisfying all requirements except the completion of a probationary period)
4 ☐ Temporary certificate (requires some additional college coursework and/or student teaching before regular certification can be obtained)
5 ☐ Emergency certificate or waiver (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching)

B8. Please mark the box(es) next to the degrees you hold. If you completed more than one degree at a level, please provide information for all degrees.

- 1 ☐ Bachelor's degree(s)
2 ☐ Master's degree(s)
3 ☐ Doctorate degree(s)
0 ☐ Other degree(s) (*Specify*) ☐

B9. Considering all of the professional development activities in which you participated in the last 12 months (excluding preservice training), how many total hours, if any, have you spent in activities in which the following content areas were a major focus?

Total hours spent in last 12 months

	0	1-8	9-32	More than 32
a. New methods of teaching (such as, cooperative learning).....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Student performance assessment (such as, methods of testing, applying results to modify instruction).....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Classroom management, including student discipline	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

APPENDIX VI
PRIMARY CAREGIVER REPORT

Primary Caregiver Report

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A. YOU AND YOUR THIRD GRADER'S SCHOOL

A1. In the past 30 days, how often have you done the following things?

Mark only one answer for each item

	Never	Once or twice	Almost every month	Almost every week	More than once a week
1. You asked your child's teacher questions or made suggestions about your child.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. You helped your child at home with subjects (such as reading, math, science) that he/she is having difficulty with	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. You took your child to the library	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4. You made sure that your child got his/her homework done	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. You volunteered at your child's school.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. You called your child's teacher.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7. You wrote your child's teacher a note or email.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. You were invited to attend a parent-teacher conference	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9. You attended a parent-teacher conference	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

B. ABOUT YOUR THIRD GRADER'S BEHAVIOR

B1. Please rate each of the listed behaviors according to how well it describes YOUR THIRD GRADER. Think of his or her typical behavior that you have observed in the past 30 days.

Mark only one answer for each item

	Never	Sometimes	Often	Almost always
1. Takes care of own things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. Can accept things not going his/her way	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. Lies	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4. Dares other children to do things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Copes well with failure	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. Shows a lack of concern for others' feelings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7. Shows off	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. Accepts legitimate imposed limits.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9. Has to stay after school for punishment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10. Threatens to hurt others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11. Expresses needs and feelings appropriately	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12. Apologizes when he/she has done something wrong.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
13. Returns borrowed belongings or materials	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
14. Thinks before acting.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
15. Breaks other children's things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
16. Hits other children	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
17. Resolves peer problems on his/her own.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
18. Is in trouble with the police	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
19. Is a sore loser	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
20. Can calm down when excited or all wound up.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
21. Takes care of borrowed belongings or materials ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
22. Is critical of others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
23. Can wait in line patiently when necessary	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
24. Tries to get away with things that he/she knows are wrong.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
25. Argues with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
26. Is very good at understanding other people's feelings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

B1. Rate each behavior according to how well it describes YOUR THIRD GRADER in the past 30 days. (continued)

Mark only one answer for each item

	Never	Sometimes	Often	Almost always
27. Lies to get out of trouble.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
28. Complains about rules	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
29. Is aware of the effect of his/her behavior on others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
30. Gets into trouble in the neighborhood	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
31. Has been suspended from school.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
32. Works well in a group.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
33. Denies wrongdoing even when confronted with evidence	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
34. Teases others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
35. Plays by the rules of the game	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
36. Calls other children names.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
37. Controls temper when there is a disagreement	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
38. Argues when denied own way.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
39. Shares materials with others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
40. Asks before borrowing or taking something.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
41. Cooperates with peers without prompting	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
42. Gets into trouble.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
43. Is helpful to others.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
44. Is cruel to animals	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
45. Listens to others' points of view	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
46. Runs away from home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
47. Can give suggestions and opinions without being bossy.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
48. Has friends who are in trouble.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
49. Acts friendly towards others	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
50. Uses foul language	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
51. Takes responsibility for own actions.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

B2. How many times in the past 30 days have you observed YOUR THIRD GRADER doing each of the following actions?

Mark only one answer for each item

	Never	Once or twice	A few times	Many times
1. Helped someone who was hurt.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. Cheered up someone who was feeling sad	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. Helped someone who was being picked on.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4. Helped someone who fell down	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. Got help for someone who was hurt	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. Helped an older person	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7. Stopped a child from hurting another child.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. Helped a younger child who was lost.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C. YOUR HOME AND FAMILY LIFE

C1. Thinking about YOUR THIRD GRADER, please indicate how often each of the following occurs in your home.

Mark only one answer for each item

	Never	Sometimes	Often	Almost always
1. You let your child know when he/she is doing a good job with something	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. You tell your child that you like it when he/she helps around the house.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. Your child fails to leave a note or let you know where he/she is going	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4. You get so busy that you forget where your child is and what he/she is doing	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. You compliment your child when he/she does something well	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. Your child stays out in the evening past the time he/she is supposed to be home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7. Your child is out with friends you do not know	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. You praise your child if he/she behaves well.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9. Your child goes out without a set time to be home.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10. Your child is out after dark without an adult with him/her.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11. You hug or kiss your child when he/she has done something well	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12. You don't check that your child comes home from school when he/she is supposed to.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
13. Your child comes home from school more than an hour past the time you expect him/her.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
14. You reward or give something extra to your child for obeying you or behaving well	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
15. You forget to tell your child where you are going.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
16. Your child is at home without adult supervision ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C2. How much do you agree or disagree with the following statements about what it is usually like living in your home?

Mark only one answer for each item

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. Our home is a good place to relax.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. There is very little commotion in our home ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. We can usually find things when we need them.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. We almost always seem to be rushed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. We are usually able to stay on top of things	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6. No matter how hard we try, we always seem to be running late.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7. At home we can talk to each other without being interrupted.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8. There is often a fuss going on at our home.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9. No matter what our family plans, it usually doesn't seem to work out	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10. The atmosphere in our home is calm	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11. You can't hear yourself think in our home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
12. I often get drawn into other people's arguments at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13. First thing in the day, we have a regular routine at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
14. The telephone takes up a lot of our time at home.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

D. YOUR NEIGHBORHOOD

D1. How much does each of the following statements describe your neighborhood?

Mark only one answer for each item

	Not at all	A little	Somewhat	A lot
1. Parents in this neighborhood know their children's friends	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
2. There are nearby libraries for children and families to go to	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
3. Litter and trash pickup is a problem in the neighborhood	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
4. There are adults in the neighborhood that kids can look up to.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5. In the neighborhood you can find groups of people who roam the streets and carry weapons.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
6. There are safe outdoor parks for children to play in.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
7. Drugs are sold and used by some people in the neighborhood.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
8. There is a community center in the neighborhood where children and their families can join in activities (such as a YMCA, boys and girls club, public community center)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
9. Fights in the neighborhood occur where people are injured or killed with guns or knives	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
10. Adults know the kids in the neighborhood...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
11. Many houses and apartments in the neighborhood are in poor condition (such as dirty, bug infested).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
12. Health centers and health services are available in the neighborhood.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
13. Many people in the neighborhood live in houses or apartments that have a lot of people in a few rooms	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
14. Programs are available in the neighborhood for kids and families to get involved in	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
15. Individuals or gangs fight in the neighborhood	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

D2. In your neighborhood, how likely is it that the neighbors could be counted on to “do something” if the following things happened?

Mark only one answer for each item

	Very unlikely	Unlikely	Cannot judge	Likely	Very likely
1. Children were skipping school and hanging out on a street corner?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2. Children were spray-painting graffiti on a local building?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3. Children were showing disrespect to an adult?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4. A child was hurt?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5. A neighbor was in need?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

E. BACKGROUND INFORMATION

E1. What is this child's date of birth?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
MONTH		DAY	YEAR			

E2. Is this child of Hispanic or Latino origin?

Mark only one answer

1 ☐ Yes

0 ☐ No

E3. What is this child's race?

Mark one or more to describe this child

1 ☐ American Indian or Alaska Native

2 ☐ Asian

3 ☐ Black or African American

4 ☐ Native Hawaiian or Other Pacific Islander

5 ☐ White

E4. What is your date of birth?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
MONTH		DAY	YEAR			

E5. Are you of Hispanic or Latino origin?

Mark only one answer

1 ☐ Yes

0 ☐ No

E6. What is your race?

Mark one or more to describe yourself

1 ☐ American Indian or Alaska Native

2 ☐ Asian

3 ☐ Black or African American

4 ☐ Native Hawaiian or Other Pacific Islander

5 ☐ White

E7. What is your marital status?

Mark only one answer

- 1 ☐ Single
2 ☐ Married
3 ☐ Separated
4 ☐ Divorced

- 5 ☐ Widowed
6 ☐ Living together
7 ☐ Other (Specify) *z*

E8. What is your relationship to this child?

Mark only one answer

- 1 ☐ Mother
2 ☐ Stepmother
3 ☐ Foster mother
4 ☐ Grandmother
5 ☐ Sister
6 ☐ Stepsister
7 ☐ Aunt
8 ☐ Niece
9 ☐ Female cousin
10 ☐ Other female relative
11 ☐ Father's partner/significant other/girlfriend
12 ☐ Other adult female

- 13 ☐ Father
14 ☐ Stepfather
15 ☐ Foster father
16 ☐ Grandfather
17 ☐ Brother
18 ☐ Stepbrother
19 ☐ Uncle
20 ☐ Nephew
21 ☐ Male cousin
22 ☐ Other male relative
23 ☐ Mother's partner/significant other/boyfriend
24 ☐ Other adult male

E9. Does anyone else live with this child?

Mark only one answer

- 1 ☐ Yes → **IF YES, please answer question E10.**
0 ☐ No → **IF NO, go to question E11.**

E10. Who else lives with this child? *If more than one person falls within a category (such as the child has two sisters), please indicate this by writing a number in the space provided.*

Mark or write a number for all that apply

- | | |
|---|--|
| 1 <input type="text"/> Mother | 13 <input type="text"/> Father |
| 2 <input type="text"/> Stepmother | 14 <input type="text"/> Stepfather |
| 3 <input type="text"/> Foster mother | 15 <input type="text"/> Foster father |
| 4 <input type="text"/> Grandmother | 16 <input type="text"/> Grandfather |
| 5 <input type="text"/> Sister | 17 <input type="text"/> Brother |
| 6 <input type="text"/> Stepsister | 18 <input type="text"/> Stepbrother |
| 7 <input type="text"/> Aunt | 19 <input type="text"/> Uncle |
| 8 <input type="text"/> Niece | 20 <input type="text"/> Nephew |
| 9 <input type="text"/> Female cousin | 21 <input type="text"/> Male cousin |
| 10 <input type="text"/> Other female relative | 22 <input type="text"/> Other male relative |
| 11 <input type="text"/> Father's partner/significant other/girlfriend | 23 <input type="text"/> Mother's partner/significant other/boyfriend |
| 12 <input type="text"/> Other adult female | 24 <input type="text"/> Other adult male |

E11. What is the *highest* grade or year of school that you have completed?

Mark only one answer

- 1 ☐ 8th grade or less
- 2 ☐ Some high school (but did not graduate)
- 3 ☐ High school equivalency (GED)
- 4 ☐ High school graduate
- 5 ☐ Vocational, trade, or business school after completing or leaving high school
- 6 ☐ Some college (but did not receive a degree)
- 7 ☐ Associate degree (AA or other 2-year degree)
- 8 ☐ Bachelor's degree
- 9 ☐ Post-graduate education or degree
- 10 ☐ Other (*Specify*)

E12. What is the highest grade or year of school that anyone in your household, including yourself, has completed?

Mark only one answer

- 1 ☐ 8th grade or less
- 2 ☐ Some high school (but did not graduate)
- 3 ☐ High school equivalency (GED)
- 4 ☐ High school graduate
- 5 ☐ Vocational, trade, or business school after completing or leaving high school
- 6 ☐ Some college (but did not receive a degree)
- 7 ☐ Associate degree (AA or other 2-year degree)
- 8 ☐ Bachelor's degree
- 9 ☐ Post-graduate education or degree
- 10 ☐ Other (Specify)

E13. Which category best describes your employment?

Mark only one answer

- 1 ☐ Employed or self-employed full-time
- 2 ☐ Employed or self-employed part-time
- 3 ☐ Homemaker or caregiver
- 4 ☐ Out of work or unable to work
- 5 ☐ Student
- 6 ☐ Student and employed
- 7 ☐ Retired
- 8 ☐ Other (Specify)

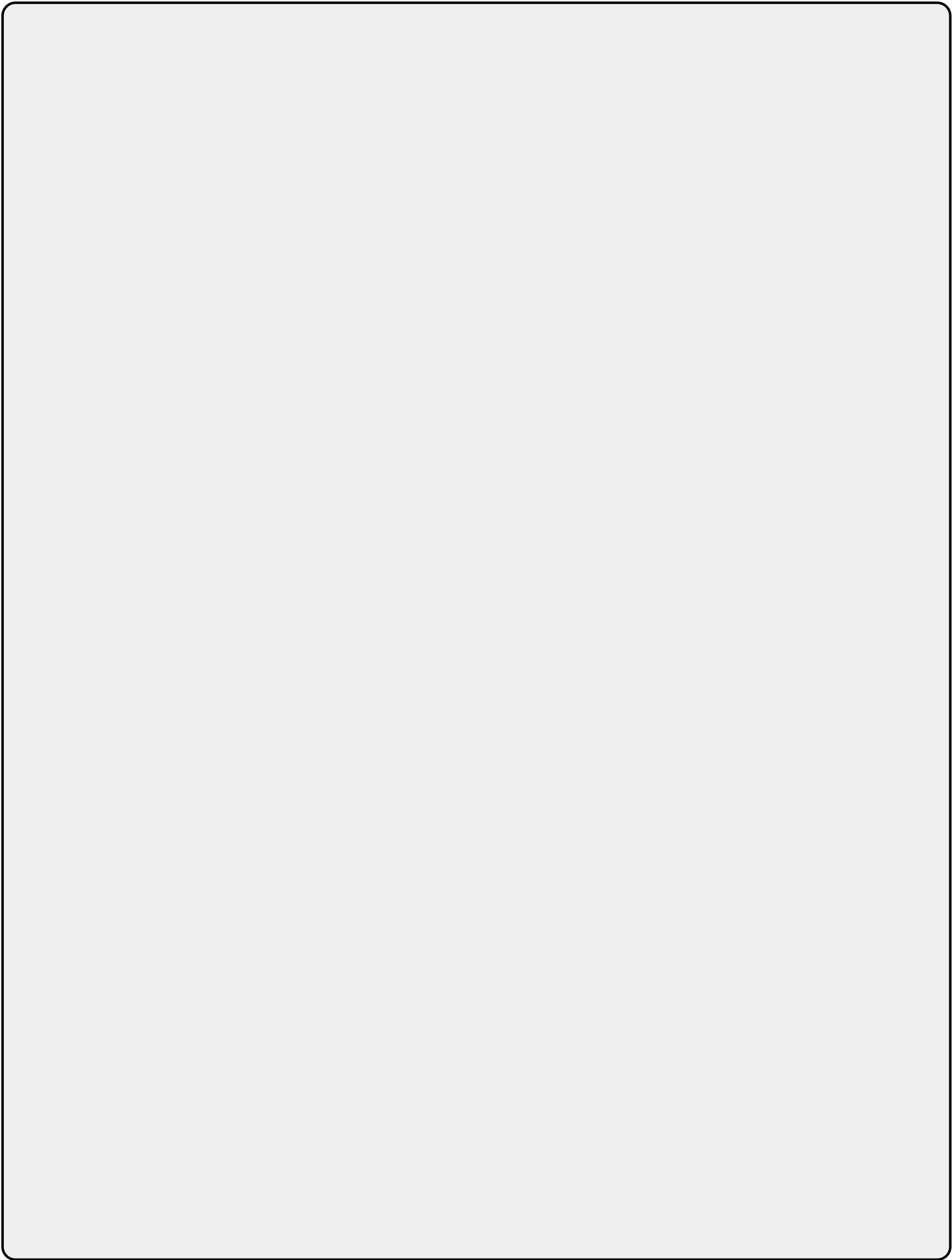
E14. What was your *total* household income from all sources before taxes in 2003? (If you are not sure about the amount, please estimate.)

Mark only one answer

- 1 ☐ Under \$5,000
- 2 ☐ \$5,000 to \$9,999
- 3 ☐ \$10,000 to \$19,999
- 4 ☐ \$20,000 to \$29,999
- 5 ☐ \$30,000 to \$39,999
- 6 ☐ \$40,000 to \$49,999
- 7 ☐ \$50,000 to \$59,999
- 8 ☐ \$60,000 to \$69,999
- 9 ☐ \$70,000 or more

E15. In all, how *many* people live in the household of this child? *INCLUDE YOURSELF AND THIS CHILD IN YOUR COUNT.*

People



APPENDIX VII

SACD-ACTIVITIES OBSERVATION INSTRUMENT

SACD-Activities Observation Instrument

The evaluation instruments of the Social and Character Development Research Program contain items from a variety of different sources. Please be advised that some items in this instrument are not in the public domain. Some of the items are copyrighted by authors not associated with the U.S. Department of Education, and separate permission to use those items is required. Use of an item without the permission of the copyright holder may result in criminal or civil penalties. If you wish to use items from the instrument, please contact the Institute of Education Sciences, U.S. Department of Education to obtain the "Social and Character Development Research Program Evaluation Instruments: Measure Permission Information" document that provides an overview of restrictions applicable to the source documents.

INSTRUCTIONS FOR THE OBSERVATION

The purpose of the observation is to collect information about the types of activities occurring in schools that address children's social and character development. Observations will be conducted in each school's classrooms, hallways, common areas, and exteriors. Individual students will not be observed. Rather, the school's physical space and activities will be observed.

For the purposes of this data collection, social and character development activities include those activities designed to:

- promote social and emotional competence (such as self-regulation, conflict resolution)
- develop positive character traits (such as responsibility, honesty)
- foster prosocial attitudes and behavior (such as altruistic behaviors), and
- address problem behaviors (such as disruptive behaviors, violence, delinquency)

The goal of this coding is to capture the physical environment of the school and to provide information as to what sorts of activities are currently occurring in the school designed to address the social and character development of its students. Begin your observation outside the school, and proceed slowly through the following areas:

Outside school
Front entrance
Front office (including principal's office)
Hallways
Classrooms
Cafeteria and/or multi-purpose room
Library
Gym

As you walk through the school, check whether the items listed in column 2 are present in the area you are currently observing. In addition, include a more detailed description of the content the item. If you see a poster, briefly describe the content of the poster. When noting that student work is present, include the title of the display. **DO NOT** include any individually identifiable information. Simply note, for example, that there is a bulletin board devoted to the "Peacemakers of the Month." Be comprehensive when recording information. Include details about the content of **all** posters, student work, etc. that addresses themes relevant to the promotion of positive behaviors and the reduction of negative behaviors. Finally, please include additional items where relevant.

If an item is present in multiple locations (like the school motto or the school behavior code), you only need to record the content once. However, please make sure you note all locations where the item (such as school motto or student behavior code) is displayed.

A. Outside School

When outside the school, please observe content presented on school “billboards”, on banners hung outside the school entrance, and any other items such as plaques displayed on the school exterior.

<i>Check if present</i>	Social and Character Development Relevant Displays or Artifacts	Detailed Explanation
1 <input type="checkbox"/>	School motto	_____
2 <input type="checkbox"/>	School mission and/or vision statement.....	_____
3 <input type="checkbox"/>	Public commitment or pledge.....	_____
4 <input type="checkbox"/>	Student behavior code or discipline policy	_____
5 <input type="checkbox"/>	Calendar of activities designed to address social and character development	_____
6 <input type="checkbox"/>	Meetings designed to address social and character development advertised	_____
7 <input type="checkbox"/>	Community service displays.....	_____
8 <input type="checkbox"/>	External recognition of programs or activities designed to address social and character development (such as awards or certificates from the District)	_____
9 <input type="checkbox"/>	Internal recognition of programs or activities posted that address social and character development (such as “We are a peacemaking school”)	_____
10 <input type="checkbox"/>	Students recognized for participating in social and character development activities (such as “Respectful Students at X Elementary School”)	_____
11 <input type="checkbox"/>	Banners or posters that address social and character development.....	_____
12 <input type="checkbox"/>	Presence of graffiti, trash, or vandalism of school property.....	_____
13 <input type="checkbox"/>	Other materials displayed designed to address social and character development.....	_____

B. Front Entrance Area

As you walk into the school, observe what is hung on the walls, posted on the doors, or displayed by other means (such as on a television monitor).

<i>Check if present</i>	Social and Character Development Relevant Displays or Artifacts	Detailed Explanation
1 <input type="checkbox"/>	School motto	_____
2 <input type="checkbox"/>	School mission and/or vision statement.....	_____
3 <input type="checkbox"/>	Public commitment or pledge	_____
4 <input type="checkbox"/>	Student behavior code or Discipline policy	_____
5 <input type="checkbox"/>	Calendar of activities designed to address social and character development	_____
6 <input type="checkbox"/>	Meetings designed to address social and character development advertised	_____
7 <input type="checkbox"/>	Community service displays.....	_____
8 <input type="checkbox"/>	External recognition of programs or activities designed to address social and character development (such as awards or certificates from the District)	_____
9 <input type="checkbox"/>	Internal recognition of programs or activities posted that address social and character development (such as "We are a peacemaking school")	_____
10 <input type="checkbox"/>	Students recognized for participating in social and character development activities (such as "Respectful Students at X Elementary School")	_____
11 <input type="checkbox"/>	Bulletin board or display area specifically focused on social and character development.....	_____
12 <input type="checkbox"/>	Banners or posters that address social and character development.....	_____
13 <input type="checkbox"/>	Student work displayed that focuses on social and character development themes.....	_____
14 <input type="checkbox"/>	Presence of graffiti, trash, or vandalism of school property	_____
15 <input type="checkbox"/>	Other materials displayed designed to address social and character development.....	_____

C. Front Office (including Principal's Office if Possible)

Walk into the front office area, and note the presence of the items listed below. If possible, also walk through the principal's office and note if any of the following material is visibly displayed in the principal's office, either on walls or on tables, desks, or bookshelves.

<i>Check if present</i>	Social and Character Development Relevant Displays or Artifacts	Detailed Explanation
1 <input type="checkbox"/>	School motto	_____
2 <input type="checkbox"/>	School mission and/or vision statement.....	_____
3 <input type="checkbox"/>	Public commitment or pledge	_____
4 <input type="checkbox"/>	Student behavior code or discipline policy	_____
5 <input type="checkbox"/>	Calendar of activities designed to address social and character development	_____
6 <input type="checkbox"/>	Meetings designed to address social and character development advertised	_____
7 <input type="checkbox"/>	Community service displays.....	_____
8 <input type="checkbox"/>	External recognition of programs or activities designed to address social and character development (such as awards or certificates from the District)	_____
9 <input type="checkbox"/>	Internal recognition of programs or activities posted that address social and character development (such as "We are a peacemaking school")	_____
10 <input type="checkbox"/>	Students recognized for participating in social and character development activities (such as "Respectful Students at X Elementary School")	_____
11 <input type="checkbox"/>	Bulletin board or display area specifically focused on social and character development.....	_____
12 <input type="checkbox"/>	Banners or posters that address social and character development.....	_____
13 <input type="checkbox"/>	Student work displayed that focuses on social and character development themes.....	_____
14 <input type="checkbox"/>	Presence of graffiti, trash, or vandalism of school property.....	_____
15 <input type="checkbox"/>	Other materials displayed designed to address social and character development.....	_____

D. Hallways

As you walk through the main hallways of the school, please note the presence of the following types of items. Please include as much information about the content of posters and displays as you can. Be comprehensive.

<i>Check if present</i>	Social and Character Development Relevant Displays or Artifacts	Detailed Explanation
1 <input type="checkbox"/>	School motto	_____
2 <input type="checkbox"/>	School mission and/or vision statement.....	_____
3 <input type="checkbox"/>	Public commitment or pledge.....	_____
4 <input type="checkbox"/>	Student behavior code or discipline policy	_____
5 <input type="checkbox"/>	Calendar of activities designed to address social and character development	_____
6 <input type="checkbox"/>	Meetings designed to address social and character development advertised	_____
7 <input type="checkbox"/>	Community service displays.....	_____
8 <input type="checkbox"/>	External recognition of programs or activities designed to address social and character development (such as awards or certificates from the District)	_____
9 <input type="checkbox"/>	Internal recognition of programs or activities posted that address social and character development (such as "We are a peacemaking school")	_____
10 <input type="checkbox"/>	Students recognized for participating in social and character development activities (such as "Respectful Students at X Elementary School")	_____
11 <input type="checkbox"/>	Hallways named in ways designed to address social and character development.....	_____
12 <input type="checkbox"/>	Bulletin board or display area specifically focused on social and character development.....	_____
13 <input type="checkbox"/>	Banners or posters that address social and character development.....	_____
14 <input type="checkbox"/>	Student work displayed that focuses on social and character development themes.....	_____
15 <input type="checkbox"/>	Presence of graffiti, trash, or vandalism of school property.....	_____
16 <input type="checkbox"/>	Other materials displayed designed to address social and character development.....	_____

E. Classroom

As you walk through each classroom to be observed, note what materials are displayed on the walls, arranged on shelves, present on teacher and student desks and in learning stations. Use a separate observation sheet for each classroom observed.

<i>Check if present</i>	Social and Character Development Relevant Displays or Artifacts	Detailed Explanation
1 <input type="checkbox"/>	School motto	_____
2 <input type="checkbox"/>	School mission and/or vision statement.....	_____
3 <input type="checkbox"/>	Public commitment or pledge	_____
4 <input type="checkbox"/>	Student behavior code or discipline policy	_____
5 <input type="checkbox"/>	Discipline chart	_____
6 <input type="checkbox"/>	Positive behavior chart	_____
7 <input type="checkbox"/>	Calendar of activities designed to address social and character development	_____
8 <input type="checkbox"/>	Meetings designed to address social and character development advertised	_____
9 <input type="checkbox"/>	Community service displays.....	_____
10 <input type="checkbox"/>	External recognition of programs or activities designed to address social and character development (such as awards or certificates from the District)	_____
11 <input type="checkbox"/>	Internal recognition of programs or activities posted that address social and character development (such as "We are a peacemaking school")	_____
12 <input type="checkbox"/>	Students recognized for participating in social and character development activities (such as "Respectful Students at X Elementary School")	_____
13 <input type="checkbox"/>	Bulletin board or display area specifically focused on social and character development.....	_____
14 <input type="checkbox"/>	Banners or posters that address social and character development.....	_____
15 <input type="checkbox"/>	Student work displayed that focuses on social and character development themes.....	_____
16 <input type="checkbox"/>	Books available to students focused on social and character development themes.....	_____

CONTINUED ON NEXT PAGE

E. Classroom *(continued)*

<i>Check if present</i>	<i>Social and Character Development Relevant Displays or Artifacts</i>	<i>Detailed Explanation</i>
17 <input type="checkbox"/>	Curriculum materials present which focus on social and character development themes.....	
18 <input type="checkbox"/>	Student seating arrangement designed to support cooperative learning (for example, student desks are grouped together)	
19 <input type="checkbox"/>	Separate area in classroom devoted to conflict resolution (such as Peacemaking Corner)	
20 <input type="checkbox"/>	Presence of graffiti, trash, or vandalism of school property	
21 <input type="checkbox"/>	Other materials displayed designed to address social and character development.....	

F. Cafeteria and/or Multi-Purpose Room

As you walk through the (cafeteria/multi-purpose room), please note the presence of the following types of items. Please include as much information about the content of posters and displays as you can. Be comprehensive. If this school has both a cafeteria and a multi-purpose room, use a separate observation sheet for each.

Mark (X) whether this observation sheet is for:

- 1 ☐ Cafeteria
2 ☐ Multi-purpose room

Check if present	Social and Character Development Relevant Displays or Artifacts	Detailed Explanation
1 <input type="checkbox"/>	School motto	_____
2 <input type="checkbox"/>	School mission and/or vision statement.....	_____
3 <input type="checkbox"/>	Public commitment or pledge	_____
4 <input type="checkbox"/>	Student behavior code or discipline policy	_____
5 <input type="checkbox"/>	Calendar of activities designed to address social and character development	_____
6 <input type="checkbox"/>	Meetings designed to address social and character development advertised	_____
7 <input type="checkbox"/>	Community service displays.....	_____
8 <input type="checkbox"/>	External recognition of programs or activities designed to address social and character development (such as awards or certificates from the District)	_____
9 <input type="checkbox"/>	Internal recognition of programs or activities posted that address social and character development (such as "We are a peacemaking school")	_____
10 <input type="checkbox"/>	Students recognized for participating in social and character development activities (such as "Respectful Students at X Elementary School")	_____
11 <input type="checkbox"/>	Bulletin board or display area specifically focused on social and character development.....	_____
12 <input type="checkbox"/>	Banners or posters that address social and character development.....	_____
13 <input type="checkbox"/>	Student work displayed that focuses on social and character development themes.....	_____
14 <input type="checkbox"/>	Presence of graffiti, trash, or vandalism of school property	_____
15 <input type="checkbox"/>	Other materials displayed designed to address social and character development.....	_____

G. Library

As you walk through the library, note what materials are present on the walls and in displays set up on bookshelves, etc. Here, attend to the organization of the books in order to determine if the librarians have organized materials in such a way as to highlight the availability of books and other materials that address social and character development themes.

<i>Check if present</i>	Social and Character Development Relevant Displays or Artifacts	Detailed Explanation
1 <input type="checkbox"/>	School motto	_____
2 <input type="checkbox"/>	School mission and/or vision statement.....	_____
3 <input type="checkbox"/>	Public commitment or pledge.....	_____
4 <input type="checkbox"/>	Student behavior code or discipline policy	_____
5 <input type="checkbox"/>	Calendar of activities designed to address social and character development	_____
6 <input type="checkbox"/>	Meetings designed to address social and character development advertised	_____
7 <input type="checkbox"/>	Community service displays.....	_____
8 <input type="checkbox"/>	External recognition of programs or activities designed to address social and character development (such as awards or certificates from the District)	_____
9 <input type="checkbox"/>	Internal recognition of programs or activities posted that address social and character development (such as "We are a peacemaking school")	_____
10 <input type="checkbox"/>	Students recognized for participating in social and character development activities (such as "Respectful Students at X Elementary School")	_____
11 <input type="checkbox"/>	Bulletin board or display area specifically focused on social and character development.....	_____
12 <input type="checkbox"/>	Banners or posters that address social and character development.....	_____
13 <input type="checkbox"/>	Student work displayed that focuses on social and character development themes.....	_____
14 <input type="checkbox"/>	Book displays on social and character development themes	_____
15 <input type="checkbox"/>	Books organized by social and character development topics	_____
16 <input type="checkbox"/>	Presence of graffiti, trash, or vandalism of school property.....	_____
17 <input type="checkbox"/>	Other materials displayed designed to address social and character development.....	_____

H. Gymnasium

As you walk around the gymnasium, please note the presence of the following types of items. Please include as much information about the content of posters and displays as you can. Be comprehensive.

<i>Check if present</i>	<i>Social and Character Development Relevant Displays or Artifacts</i>	<i>Detailed Explanation</i>
1 <input type="checkbox"/>	School motto	_____
2 <input type="checkbox"/>	School mission and/or vision statement.....	_____
3 <input type="checkbox"/>	Public commitment or pledge	_____
4 <input type="checkbox"/>	Student behavior code or discipline policy	_____
5 <input type="checkbox"/>	Student "good sportsmanship" policy	_____
6 <input type="checkbox"/>	Calendar of activities designed to address social and character development	_____
7 <input type="checkbox"/>	Meetings designed to address social and character development advertised	_____
8 <input type="checkbox"/>	Community service displays.....	_____
9 <input type="checkbox"/>	External recognition of programs or activities designed to address social and character development (such as awards or certificates from the District)	_____
10 <input type="checkbox"/>	Internal recognition of programs or activities posted that address social and character development (such as "We are a peacemaking school")	_____
11 <input type="checkbox"/>	Students recognized for participating in social and character development activities (such as "Respectful Students at X Elementary School")	_____
12 <input type="checkbox"/>	Bulletin board or display area specifically focused on social and character development.....	_____
13 <input type="checkbox"/>	Banners or posters that address social and character development.....	_____
14 <input type="checkbox"/>	Student work displayed that focuses on social and character development themes.....	_____
15 <input type="checkbox"/>	Presence of graffiti, trash, or vandalism of school property.....	_____
16 <input type="checkbox"/>	Other materials displayed designed to address social and character development.....	_____

I. Overall Atmosphere of This School

Now that you have completed your walk-through observation of this school, please answer the following questions. These are summary evaluations based on your general impression of the physical environment of the school.

I1. How welcoming (warm, friendly) does this school appear to be?

0 ☐ Not welcoming 1 ☐ A little welcoming 2 ☐ Somewhat welcoming 3 ☐ Welcoming 4 ☐ Very welcoming

I2. How clean and well-kept up does this school appear to be?

0 ☐ Not clean 1 ☐ A little clean 2 ☐ Somewhat clean 3 ☐ Clean 4 ☐ Very clean

I3. How safe does this school appear to be?

0 ☐ Not safe 1 ☐ A little safe 2 ☐ Somewhat safe 3 ☐ Safe 4 ☐ Very safe

I4. How clearly does this school represent a focus on social and character development?

0 ☐ Not at all 1 ☐ A little 2 ☐ Somewhat 3 ☐ A lot 4 ☐ Very much

APPENDIX VIII

SACD-ACTIVITIES PRINCIPAL INTERVIEW

SACD-Activities

Principal Interview

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SCHOOL _____

1 ☐ Treatment or 2 ☐ Control

IF TREATMENT SCHOOL: _____
NAME OF SOCIAL AND CHARACTER DEVELOPMENT PROGRAM

FOR ADMINISTRATIVE PURPOSES ONLY

Date of Interview: _____

Introduction, Instructions, and Definitions

Introduction (*Interviewer: read aloud*)

We have found that schools, and teachers within schools, have very different ideas about whether and how to address students' social and character development. For this interview, social and character development activities include those activities designed to:

- promote social and emotional competence (such as self-regulation and conflict resolution)
- develop positive character traits (such as responsibility and honesty)
- foster prosocial attitudes and behavior (such as altruistic behaviors), and
- address problem behaviors (such as disruptive behaviors, violence, and delinquency).

The questions in this interview will help us learn how you and others in your school think about and handle these issues. Schools and teachers that address these issues may do so in a variety of different ways, ranging from using formal ("off the shelf") programs to using informal strategies that have no set curriculum. We would like to know about techniques you and others in your school may have used to address students' social and character development **in the past 6 months**.

We are particularly interested in understanding more about:

- School-wide activities related to social and character development, including how you go about making decisions regarding this work and any cross grade level work, as well as
- School-wide policies and programs with a specific focus on social and character development

A. ACTIVITIES AT EXPERIMENTAL SITES

INTERVIEWER: PLEASE INDICATE WHETHER THIS IS AN EXPERIMENTAL OR CONTROL SCHOOL.

1 ☐ Experimental

2 ☐ Control → **Go to B1**

A1. We understand that you are implementing (Name of Official Program) at your school this year as part of your participation in this research. In order to better understand the school context in which that program is offered, we would like to know about other programs your school is offering.

Are there, or have there been in the past 6 months, any **other** formal programs related to social and character development underway at your school?

1 ☐ Yes, one other program

2 ☐ Yes, more than one other program (*Specify number of programs*)

--	--

0 ☐ No → **Go to C1**

(IF MORE THAN ONE OTHER PROGRAM): Let's talk about them one at a time, beginning with the program you think is the most widespread or fully implemented in the school.

A2. What is the name of the program **and** its purpose?

A3. When did the program start?

--

Month

--

Year

A4. Who is the "point" person for the program at this school?

INTERVIEWER: WRITE TITLE/POSITION OF PERSON

A5. What school-wide activities are related to the program?

A6. Can you describe any training that the staff participated in?

A7. How broadly is the program implemented? Is it implemented school wide, or in specific grades or classrooms?

- 1 ☐ School-wide → **Go to A9**
- 2 ☐ Specific grades (*Please Specify*) ☐
- 3 ☐ Specific classrooms (*Please Specify*) ☐

A8. How were these specific (grades/classrooms) selected?

A9. To what extent are parents involved in the program?
(**INTERVIEWER: PROBE FOR TYPES OF PARENTAL INVOLVEMENT**)

A10. What else can you tell me about the program?

A11. How are you evaluating the program?

**INTERVIEWER: REPEAT A2 THROUGH A11 FOR EACH FORMAL SOCIAL AND
CHARACTER DEVELOPMENT PROGRAM NAMED.**

B. ACTIVITIES AT CONTROL SITES

INTERVIEWER: PLEASE INDICATE WHETHER THIS IS AN EXPERIMENTAL OR CONTROL SCHOOL.

1 ☐ Experimental → **Go to C1**

2 ☐ Control

B1. Are there, or have there been in the past 6 months, any formal programs related to social and character development underway at your school?

1 ☐ Yes, one program

2 ☐ Yes, more than one program (*Specify number of programs*)

--	--

0 ☐ No → **Go to C1**

(IF MORE THAN ONE PROGRAM): Let's talk about them one at a time, beginning with the program you think is the most widespread or fully implemented in the school.

B2. What is the name of the program **and** its purpose?

B3. When did the program start?

--	--

Month

--	--

Year

B4. Who is the "point" person for the program at this school?


INTERVIEWER: WRITE TITLE/POSITION OF PERSON


B5. What school-wide activities are related to the program?

B6. Can you describe any training that the staff participated in?

B7. How broadly is the program being implemented? Is it implemented school wide, or in specific grades or classrooms?

1 ☐ School-wide → **Go to B9**

2 ☐ Specific grades (*Please Specify*) 

3 ☐ Specific classrooms (*Please Specify*) 

B8. How were these specific (grades/classrooms) selected?

B9. To what extent are parents involved in the program?
(*INTERVIEWER: PROBE FOR TYPES OF PARENTAL INVOLVEMENT*)

B10. What else can you tell me about the program?

B11. How are you evaluating the program?

INTERVIEWER: REPEAT B2 THROUGH B11 FOR EACH FORMAL SOCIAL AND CHARACTER DEVELOPMENT PROGRAM NAMED.

C. ALL SITES: OTHER SCHOOL-WIDE PROGRAMS

C1. Next I would like to read a list of activities and strategies that schools might use **informally**; that is, without having a formal curriculum. For each one, please tell me whether or not your school has had such an activity or strategy underway in the past 6 months.

Activity/Strategy		Underway in past 6 months?	
a.	Character education (such as promoting positive character traits like honesty, respect, and cooperation)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
b.	Violence prevention (for example, changing attitudes, values and/or behaviors regarding violence and aggression)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
c.	Tolerance, diversity, cultural awareness, or bias awareness (for instance, understanding cultural differences and reducing or preventing prejudice or strained racial relations)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
d.	Civics or citizenship (such as fostering a sense of belonging and a sense of responsibility to the community)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
e.	Community service or service learning (for example, promoting helping behaviors and “giving back” to the community)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
f.	Targeted risk prevention (like changing behaviors related to current or future risk behaviors such as drug and alcohol use).....	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
g.	Self-management and self-discipline (an example would be increasing students’ knowledge of and control over their own behavioral choices)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
h.	Emotional control and anger management (such as managing intense emotions, relaxation, and self-calming techniques).....	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
i.	Resisting peer pressure (including refusal skills and avoiding risky situations)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
j.	Perspective-taking or empathy (for example, understanding, promoting the others’ points of view and understanding how one’s behavior effects others).....	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
k.	Assertiveness and communication skills (including listening skills, successful communication and/or negotiation strategies).....	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
l.	Conflict resolution and social problem-solving (such as managing or avoiding conflict or seeking out a third party to mediate)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
m.	Individual behavior management (for example, daily or weekly behavior checklists or report cards and individual point or token reward system)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
n.	Group behavior management (such as contingencies based on group behavior or group point or token reward system)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
o.	Selection or rotation of “character words” or target values (such as respect and kindness)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No
p.	Campaigns to change the school culture (for instance an anti-bullying campaign)	¹ <input type="checkbox"/> Yes	⁰ <input type="checkbox"/> No

C1. (continued)

Activity/Strategy		Underway in past 6 months?	
q.	Opportunities for individuals or groups to do community service (such as tree planting or canned food drives).....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
r.	Use of peer or adult mentors.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
s.	Discouraging undesirable attitudes or behaviors (such as “Stop the Hate” posters)	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
t.	Showing or discussing negative consequences of undesirable behaviors	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
u.	After-school groups or clubs based on social and character development themes or behaviors	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
v.	Classifying or displaying library books based on social and character development themes.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
w.	Public recognition of groups or individuals for desirable behaviors.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
x.	Promotion of suggested role models or heroes	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
y.	Addressing issues of sportsmanship or teamwork in physical Activities.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
z.	Offering professional development or training related to social and character development.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
aa.	After-school sessions for students exhibiting problem behaviors.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
bb.	Parent meetings or parenting classes to address students' social and character development.....	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No
cc.	Are there any other activities that promote social and character development that have been informally implemented in your school? <i>(Please describe)</i> <u>z</u>	1 <input type="checkbox"/> Yes	0 <input type="checkbox"/> No

D. POLICIES

D1. Are there specific **district** policies that address social and character development?

- ¹ ☐ Yes, one district policy
² ☐ Yes, more than one district policy
⁰ ☐ No → **Go to D4**

D2. (IF YES) Can you describe the policy?

D3. When was that policy implemented?

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Month		Year	

INTERVIEWER: REPEAT D2 AND D3 FOR EACH DISTRICT POLICY MENTIONED.

D4. Are there specific **school** policies that address social and character development?

- ¹ ☐ Yes, one school policy
² ☐ Yes, more than one school policy
⁰ ☐ No → **Go to D7**

D5. (IF YES) Can you describe the policy?

D6. When was that policy implemented?

--	--

Month

--	--

Year

INTERVIEWER: REPEAT D5 AND D6 FOR EACH SCHOOL POLICY MENTIONED.

D7. In your school management plan, are there goals which are relevant to social and character development?

¹ ☐ Yes, one goal

² ☐ Yes, more than one goal

⁰ ☐ No → **Go to E1**

D8. (IF YES) Can you describe that goal?

INTERVIEWER: REPEAT D8 FOR EACH GOAL MENTIONED.

E. SCHOOL DECISION MAKING REGARDING SOCIAL AND CHARACTER DEVELOPMENT

E1. How are decisions made regarding social and character development activities at your school?

E2. Who is the person most responsible for coordination of social and character development in your school?

INTERVIEWER: WRITE NAME OF PERSON AND TITLE/POSITION

E3. Do you have a leadership team?

☐ Yes

☐ No → **Go to E5**

E4. Who serves on this team?

1)

INTERVIEWER: WRITE TITLE/POSITION OF TEAM MEMBER

2)

INTERVIEWER: WRITE TITLE/POSITION OF TEAM MEMBER

3)

INTERVIEWER: WRITE TITLE/POSITION OF TEAM MEMBER

4)

INTERVIEWER: WRITE TITLE/POSITION OF TEAM MEMBER

5)

INTERVIEWER: WRITE TITLE/POSITION OF TEAM MEMBER

6)

INTERVIEWER: WRITE TITLE/POSITION OF TEAM MEMBER

7)

INTERVIEWER: WRITE TITLE/POSITION OF TEAM MEMBER

8)

INTERVIEWER: WRITE TITLE/POSITION OF TEAM MEMBER

E5. How are parents involved?

E6. How is the community involved?

E7. How are students involved?

F. FACULTY SUPPORT FOR SOCIAL AND CHARACTER DEVELOPMENT

F1. Have any teachers in your school directly expressed to you an interest in social and character development-related professional development or programs and curricula they can use in their classrooms?

¹ ☐ Yes

⁰ ☐ No

F2. Have there been any specific training opportunities provided (or made available) for teachers to learn how to incorporate social and character development in their classroom?

¹ ☐ Yes

⁰ ☐ No → **Go to F4**

F3. (IF YES) Please describe that training.

F4. Teachers and staff often have different perspectives and opinions about formal and informal strategies focused on students' social and character development.

Some are supportive of social and character development efforts, some are opposed, and some remain neutral or do not involve themselves in social and character development efforts.

We'd like to know what percentage of teachers and staff in your school fall into these three categories. Remembering that the total of these three should equal 100 percent, please tell us approximately **what percentage of teachers and staff in your school:**

	<i>Percent</i>	
a. Are supportive of social and character development efforts?.....	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	%
b. Are opposed to social and character development efforts?	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	%
c. Are neutral or do not involve themselves in social and character development efforts?	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block;"></div>	%

INTERVIEWER CHECK: TOTAL = 100 %

F5. Teachers and staff can also vary with respect to individual efforts to incorporate social and character development qualities into their professional relationships and instructional style. For each of the following, please tell me the percentage of teachers and staff in your school who:

Percent

- | | | | | | |
|----|---|----------------------|----------------------|----------------------|---|
| a. | Model social and character development qualities, values and characteristics with students ? | <input type="text"/> | <input type="text"/> | <input type="text"/> | % |
| b. | Model social and character development qualities, values and characteristics with other teachers ? | <input type="text"/> | <input type="text"/> | <input type="text"/> | % |
| c. | Have participated in social and character development–related professional development? | <input type="text"/> | <input type="text"/> | <input type="text"/> | % |
| d. | Involve students in decision making? | <input type="text"/> | <input type="text"/> | <input type="text"/> | % |

F6. In what ways do you help your staff balance the demands of social and character development program activities with other demands on their time?

Thank you so much for your time and opinions. Your input is an important contribution to our research.

APPENDIX IX

SACD-ACTIVITIES TEACHER SURVEY

SACD-Activities Teacher Survey

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INSTRUCTIONS FOR THIS SURVEY

Instructions: We have found that schools, and teachers within schools, have very different ideas about whether and how to address students' social and character development. For this survey, social and character development activities include those activities designed to:

- promote social and emotional competence (such as self-regulation and conflict resolution)
- develop positive character traits (such as responsibility and honesty)
- foster prosocial attitudes and behavior (such as altruistic behaviors), and
- address problem behaviors (such as disruptive behaviors, violence, and delinquency)

The questions in this survey will help us learn how you and other teachers in your school think about and handle these issues. Schools and teachers that address these issues may do so in a variety of different ways, ranging from using formal ("off the shelf") programs to using informal strategies that have no set curriculum. We would like to know about the techniques you and others in your school have used to address students' social and character development **in the past 6 months**.

A. ACTIVITIES YOU HAVE IMPLEMENTED IN YOUR CLASSROOM




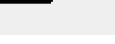



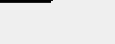


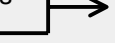
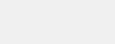

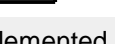
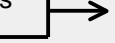
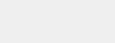
A1. For each of the following, please indicate in column 1 whether you have **implemented the activity in your classroom in the last 6 months**.

If so, write the formal name and description of the activity in column 2. If the activity has no formal name, just describe it.

Finally, we would also like to know the frequency and duration of the activity or program in column 3 (for instance, whether it was daily for 6 weeks or 10 sessions over 10 weeks)?

	(1) Implemented among which students?	(2) Name and/or description of program activity	(3) Duration or frequency of program activity
a. Character education (promoting positive character traits such as honesty, respect, and cooperation).....	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students		
b. Violence prevention (changing attitudes, values and/or behaviors regarding violence and aggression)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students		
c. Tolerance, diversity, cultural awareness, or bias awareness (understanding cultural differences, reducing/preventing prejudice or strained racial relations)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students		
d. Civics or citizenship (fostering a sense of belonging and a sense of responsibility to the community)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students		
e. Community service or service learning (promoting helping behaviors, "giving back" to the community)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students		
f. Targeted risk prevention (changing behaviors related to current or future risk behaviors such as drug/alcohol use)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students		
g. Self-management/self-discipline (increasing students' knowledge of and control over their own behavioral choices).....	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students		
h. Emotional control/anger management (such as managing of intense emotions, relaxation, self-calming techniques)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students 2 <input type="checkbox"/> All students		

A1. Implemented this activity in your classroom in the last 6 months.
(continued)

	(1)	(2)	(3)
	Implemented among which students?	Name and/or description of program activity	Duration or frequency of program activity
i. Resisting peer pressure (includes refusal skills, avoiding risky situations)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students  2 <input type="checkbox"/> All students 	_____	_____
j. Perspective-taking/empathy (understanding others' points of view, understanding how one's behavior affects others) .	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students  2 <input type="checkbox"/> All students 	_____	_____
k. Assertiveness/communication skills (includes listening skills, successful communication and/or negotiation strategies)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students  2 <input type="checkbox"/> All students 	_____	_____
l. Conflict resolution/social problem-solving (such as managing or avoiding conflict, seeking out a third party to mediate)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students  2 <input type="checkbox"/> All students 	_____	_____
m. Individual behavior management (such as daily/weekly behavior checklists or report cards, individual point or token reward system)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students  2 <input type="checkbox"/> All students 	_____	_____
n. Group behavior management (such as contingencies based on group behavior, group point or token reward system)	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students  2 <input type="checkbox"/> All students 	_____	_____
o. Other activity #1 (Please specify) ↴.....	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students  2 <input type="checkbox"/> All students 	_____	_____
p. Other activity #2 (Please specify) ↴.....	0 <input type="checkbox"/> None/Not implemented 1 <input type="checkbox"/> Some students  2 <input type="checkbox"/> All students 	_____	_____

A2. What types of materials (if any) have you used in conjunction with the above activities?

Mark all that apply

- 1 ☐ Teacher/Instructor guides (curriculum, manual, etc.)
- 2 ☐ Materials for student completion (workbooks, worksheets, etc.)
- 3 ☐ Instructional aids (games, computer software, videos, puppets, etc.)
- 4 ☐ Giveaways (bookmarks, stickers, etc.)
- 5 ☐ Other (*Please specify*) ☐

- 6 ☐ NONE OF THE ABOVE

B. YOUR CLASSROOM

- B1.** Teachers' approaches to classroom management and instruction can differ greatly within a school and between schools. The statements below reflect different approaches teachers might implement in their classrooms. Please rate the extent to which each approach is true **in your classroom**:

Mark only one answer for each item

	Never	Sometimes	Often	Almost always	Always
a. Students play an active role in classroom governance or rule-setting	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. When problems arise, class meetings or group problem-solving strategies are used.....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Students work in teams or small groups to complete academic assignments	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Social and character development themes are integrated into academic topics (such as historical instruction, literature containing particular values, etc.).....	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. Instructional strategies tend to be student-centered rather than teacher-driven	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. Discipline strategies focus on social and character development rather than punishment	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C. THIS SCHOOL

- C1.** Schools' instructional approaches can also vary widely. The statements below include some possibilities for how social and character development themes might be reflected in school-wide efforts. Please rate each of them on the extent to which they are true **in your school**:

Mark only one answer for each item

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. Students are able to have a voice in school governance or rule-setting.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Teachers and staff model behaviors and relationships with students that reflect social and character development themes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Teachers and staff model behaviors and relationships with other teachers that reflect social and character development themes	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. This school actively encourages parents to get involved in their children's social and character development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. Discipline strategies focus on promoting development rather than merely punishing for misbehavior	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

- C2.** Teachers and staff often have different perspectives and opinions about formal and informal strategies focused on students' social and character development: some are supportive of social and character development efforts, some are opposed, and some remain neutral or do not involve themselves in social and character development efforts.

We'd like to know what percentage of teachers and staff in your school fall into these three categories. Remembering that the total should equal 100 percent, please tell us approximately what percentage of teachers and staff **in your school**:

Percent

- a. Are supportive of social and character development efforts?..... %
- b. Are opposed to social and character development efforts? %
- c. Do not involve themselves in social and character development activities? %

TOTAL = 100%

C3. Below is a set of specific activities targeted to students' social and character development that schools may choose to implement. Please indicate which of the following have been used **in your school during the past 6 months?**

Mark all that apply

- 1 ☐ Selection and rotation of “character words” or target values (such as respect, kindness)
- 2 ☐ Campaigns to change the school culture (such as anti-bullying)
- 3 ☐ Opportunities for individuals or groups to do community service (such as tree planting, canned food drives)
- 4 ☐ Use of peer or adult mentors
- 5 ☐ Discouraging undesirable attitudes or behaviors (such as “Stop the Hate” posters)
- 6 ☐ Showing or discussing negative consequences of undesirable behaviors
- 7 ☐ After-school groups or clubs based on social and character development themes or behaviors
- 8 ☐ Classifying or displaying library books based on social and character development themes
- 9 ☐ Public recognition of groups or individuals for desirable behaviors
- 10 ☐ Promotion of suggested role models or heroes
- 11 ☐ Addressing issues of sportsmanship or teamwork in physical activities
- 12 ☐ Offering professional development or training related to social and character development
- 13 ☐ After-school sessions for students exhibiting problem behaviors
- 14 ☐ Parent meetings or parenting classes to address students’ social and character development
- 15 ☐ Other (*Please specify*)
- 16 ☐ NONE OF THE ABOVE

D. PROFESSIONAL DEVELOPMENT

D1. Regarding your professional development, in which of the following categories have you attended or participated in training **in the last 6 months**?

Mark all that apply

- 1 ☐ Management of problem behaviors
- 2 ☐ Classroom management
- 3 ☐ Teacher expectations of students
- 4 ☐ Implementing character education programs
- 5 ☐ Implementing violence prevention programs
- 6 ☐ Tolerance, diversity, cultural awareness, or bias awareness
- 7 ☐ Civics or citizenship instruction
- 8 ☐ Providing opportunities for community service or service learning
- 9 ☐ Implementing targeted risk prevention programs
- 10 ☐ Instruction in leading skill-building activities
- 11 ☐ Other (*Please specify*)
- 12 ☐ NONE OF THE ABOVE

APPENDIX X
SCHOOL RECORDS REQUEST

SCHOOL RECORDS REQUEST

The purpose of obtaining school-level information from records about enrollment numbers and characteristics, staffing, children receiving specific services, and behavior problems is to help characterize the basic aspects of the school environment for staff and students, and understand how the school environment changes as a function of a social and character development intervention implementation. The child-level school records also provide important academic and behavioral outcome variables that are expected to change after implementation of an intervention.

The variables we will attempt to obtain from school records are listed below. After determining which records are available for all schools, we will request those common records. Because school records vary in content, format (paper or electronic), and location (school or district), we will develop procedures to be adapted for use in each school, according to each school's record-keeping system and preferences for providing the information.

School-Level Information

Format and Time Frame:

School-level information, broken down by grade

Data from the 2002-2003 school year and continuing through the 2006-2007 school year

Student Demographics

Percent of students by gender

Percent of students by ethnicity

Percent of students who are proficient in English

Percent of students who are identified as needing special education and type of plan (such as LD, BD)

Percent of students eligible for free or reduced price lunch

Percent of students who were retained/held back in previous grades

Student Standardized Test Scores

General achievement test scores

Reading or English test scores

Math test scores

Science test scores

Social studies or history test scores

Writing test scores

School Characteristics

Number of instructional days
Student enrollment
Number of classrooms
Number of full-time teachers
Number of counselors, and % time
Number of health professionals, and % time
Student mobility/stability rate
Per pupil expenditure

Behavioral Indicators

Number of disciplinary referrals
Percent of students with disciplinary referrals
Percent of students attending school
Percent of students truant
Number of suspensions
Number of expulsions
Number of violent incidents
Number of thefts
Number of vandalism incidents

Student-Level Information

Format and Time Frame:

Student-level information for consented students who are in the 3rd grade, Fall 2004
Data from the 2002-2003 school year and continuing through the 2006-2007 school year

Student Demographics

Date of birth
Gender
Ethnicity
English language proficiency
Special education identified, and type of plan (such as LD, BD)
Eligibility for free or reduced price lunch
Retained/held back in previous grades
Date of entry into current school

Student Standardized Test Scores

General achievement test score
Reading or English test score
Math test score
Science test score
Social studies or history test score
Writing test score

Student Grades

Reading

Math

Science

Social studies or history

Behavior/motivation/effort

Awards

Academic awards

Good behavior awards

Behavioral Indicators

Number of disciplinary/office

Reason for disciplinary/office referrals

Number of times tardy

Number of times truant

Number of suspensions

Number of expulsions

Number of referrals to the school counselor

APPENDIX XI

SOCIAL AND CHARACTER DEVELOPMENT RESEARCH PROGRAM

EVALUATION INSTRUMENTS:

MEASURE PERMISSION INFORMATION

Appendix XI

Social and Character Development Research Program

Evaluation Instruments:

Measure Permission Information

Social and Character Development Research Program Consortium

Institute of Education Sciences, U.S. Department of Education

National Center for Injury Prevention and Control, Centers for Disease Control and Prevention

Mathematica Policy Research, Inc.

Evaluation Instrument: Measure Permission Information

Measure	Citation	Respondent	Permissions Needed for Use	Notes
Normative Beliefs About Aggression	Huesmann, L.R., & Guerra, N.G. (1997). Children's normative beliefs about aggression and aggressive behavior. <i>Journal of Personality and Social Psychology</i> , 72, 408-419.	CHILD	Items published in CDC compendium of measures; Publicly available on the web	Only selected items used in SACD Research Program
Children's Self-Efficacy for Peer Interaction Scale	Wheeler, V. A., & Ladd, G. W. (1982). Assessment of children's self-efficacy for social interactions with peers. <i>Developmental Psychology</i> , 18, 795-805.	CHILD	Items published in an empirical journal; Publicly available	Only selected items used in SACD Research Program
Children's Empathy Questionnaire	Funk, J., Elliott, R., Bechtoldt, H., Pasold, T., & Tsavoussis, A. (2003). The Attitudes Toward Violence Scale: Child version. <i>Journal of Interpersonal Violence</i> , 18, 186-196.	CHILD	Obtained items from authors for use in the SACD program only; Contact Dr. Jeanne B. Funk, Department of Psychology, University of Toledo	

Measure	Citation	Respondent	Permissions Needed for Use	Notes
Engagement versus Disaffection with Learning	Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. <i>Journal of Educational Psychology</i> , 95, 148-162.	CHILD	Obtained items from authors for use in the SACD program only ; Contact Dr. Ellen Skinner, Department of Psychology, Portland State University	
Sense of School as a Community Scale; Child Version	Roberts, W., Horn, A., & Battistich, V. (1995, April). Assessing students' and teachers' sense of the school as a caring community. Paper presentation at the meeting of the American Educational Research Association.	CHILD	Items publicly available on the web	
Feelings of Safety at School	Social and Character Development Research Consortium	CHILD	Items constructed for use in the SACD program; IES notification of use is suggested as a professional courtesy	
Aggression Scale	Orpinas, P., & Frankowski, R. (2001). The Aggression Scale: A self-report measure of aggressive behavior for young adolescents. <i>Journal of Early Adolescence</i> , 21, 50-67.	CHILD	Original items published in CDC compendium of measures; Publicly available on the web; Revised scale items obtained from the authors for use in the SACD program only; Contact Dr. Orpinas, College of Education, University of Georgia	
Frequency of Delinquent Behavior	Loeber, R., & Dishion, T.J. (1983). Early predictors of male delinquency: A review. <i>Psychological Bulletin</i> , 94, 325-382	CHILD	Items published in CDC compendium of measures; Publicly available on the web	Items revised for use in the SACD Research Program

Measure	Citation	Respondent	Permissions Needed for Use	Notes
Victimization	Orpinas, P., & Kelder, S. (1995). Students for Peace Project: Second student evaluation. Unpublished Manuscript. Houston, TX: University of Texas Health Science Center at Houston, School of Public Health.	CHILD	Original items published in CDC compendium of measures; Publicly available on the web; Revised scale items obtained from the authors for use in the SCD program only; Contact Dr. Orpinas, College of Education, University of Georgia	
BASC Aggression Subscale; Parent Report	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc	PARENT	Items are included in a copyrighted instrument; Permission required from the American Guidance Service; Administration fee required	.
BASC Conduct Problems Subscale; Parent Report	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.	PARENT	Items are included in a copyrighted instrument; Permission required from the American Guidance Service; Administration fee required	
Community Risks	Forehand, R., Brody, G.H., Armistead, L. et al. (2000). The role of community risks and resources in the psychosocial adjustment of at-risk children: An examination across two community contexts and two informants. Behavior Therapy, 13, 395-414.	PARENT	Items published in an empirical journal; Publicly available	Items revised for use in the SCD Research Program

Measure	Citation	Respondent	Permissions Needed for Use	Notes
Community Protective Factors	Social and Character Development Research Consortium	PARENT	Items constructed for use in the SACD program; IES notification of use is suggested as a professional courtesy	
Confusion, Hubbub, and Order Scale	Matheny, A.P., Wachs, T.D., Ludwig, J.L., & Phillips, K. (1995). Bringing order out of chaos: Psychometric characteristics of the Confusion, Hubbub, and Order Scale. <i>Journal of Applied Developmental Psychology</i> , 16, 429-444.	PARENT	Items published in an empirical journal; Publicly available	Items revised for use in the SACD Research Program
Alabama Parenting Questionnaire	Shelton, K.K., Frick, P.J., & Wootton, J. (1996). Assessment of parenting practices in families of elementary school-age children. <i>Journal of Clinical Child Psychology</i> , 25, 317-329.	PARENT	Items published in an empirical journal; Publicly available	Only selected items used for the SACD Research Program
Altruistic Behavior	Soloman, D., Battistich, V., Watson, M. Schaps, E., & Lewis, C. (2000). A six-district study of educational change: Direct and mediating effects of the Child Development Project. <i>Social Psychology of Education</i> , 4, 3-51.	CHILD, PARENT, AND TEACHER	Obtained items from authors for use in the SACD program only; Contact Dr. Victor Battistich, Division of Educational Psychology, Research, and Evaluation, College of Education, University of Missouri – St. Louis	Only selected items used for the SACD Research Program

Measure	Citation	Respondent	Permissions Needed for Use	Notes
Child-Centered Social Control and Intergenerational Closure	Sampson, R.J., Morenoff, J.D., & Earls, F. (1999). Beyond social capital: Spatial dynamics of collective efficacy for children. American Sociological Review, 64, 633-660.	PARENT	Items published in an empirical journal; Publicly available	
Background Questionnaire	Centers for Disease Control and Prevention	PARENT	Items constructed for use in the SACD program; IES notification of use is suggested as a professional courtesy	Only selected items used for the SACD Research Program
Social Competence	Conduct Problems Prevention Research Group (1999). Initial impact of the Fast Track prevention trial for conduct problems I: The high-risk sample. Journal of Consulting and Clinical Psychology, 67, 631-647.	PARENT AND TEACHER	Items publicly available on the web	
Responsibility Scale	Social and Character Development Research Consortium	PARENT AND TEACHER	Items constructed for use in the SACD program; IES notification of use is suggested as a professional courtesy	
Parent and Teacher Involvement Measure; Parent and Teacher Report	CPPRG (1991). Parent-Teacher Involvement Measure - Parent. (Online). Available: http://www.fasttrackproject.org/	PARENT AND TEACHER	Items publicly available on the web	Only selected items used for the SACD Research Program

Measure	Citation	Respondent	Permissions Needed for Use	Notes
BASC Aggression Subscale; Teacher Report	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc.	TEACHER	Items are included in a copyrighted instrument; Permission required from the American Guidance Service; Administration fee required	
BASC Conduct Problems Subscale; Teacher Report	Reynolds, C.R., & Kamphaus, R.W. (1998). Behavioral Assessment System for Children. Circle Pines, MN: American Guidance Service Inc	TEACHER	Items are included in a copyrighted instrument; Permission required from the American Guidance Service; Administration fee required	.
Sutter-Eyberg Student Behavior Inventory	Rayfield, A., Eyberg, S.M., & Foote, R. (1998). Revision of the Sutter-Eyberg Student Behavior Inventory: Teacher ratings of conduct problem behavior. <i>Educational and Psychological Measurement</i> , 58, 88-98.	TEACHER	Items are included in a copyrighted instrument; Permission required from the authors; Administration fee required	Only selected items used for the SCD Research Program
SSRS Academic Competence and Achenbach's Teacher Report Form (TRF)	Gresham, F.M., & Elliott, S.N. (1990). <i>Social Skills Rating System</i> . Circle Pines, MN: American Guidance Service. Achenbach, T. M. (1991). Manual for the teacher's report form and 1991 profile. Burlington, VT: University of Vermont, Department of Psychiatry.	TEACHER	Items are included in a copyrighted instrument; Permission required from the American Guidance Service and Achenbach; Administration fee required	Items revised for use in the SCD Research Program

Measure	Citation	Respondent	Permissions Needed for Use	Notes
Teacher Survey on Professional Development and Training	Lewis, L. et al. (1999). U.S. Department of Education. National Center for Education Statistics. <i>Teacher Quality: A Report on the Preparation and Qualifications of Public School Teachers</i> .	TEACHER	Publicly available on the web	Only selected items used for the SCD Research Program
School-Level Environment Questionnaire	Rentoul, A.J., & Fraser, B.J. (1983). Development of a school-level environment questionnaire. <i>Journal of Educational Administration</i> , 21, 21-39. Fisher, D. L., & Fraser, B. J. (1991). Validity and use of school environment instruments. <i>Journal of Classroom Interaction</i> , 26, 13-18.	TEACHER	Items published in a book; Publicly available	
SACD-Activities Observation	Social and Character Development Research Consortium	SCHOOL OBSERVATION	Items constructed for use in the SACD program; IES notification of use is suggested as a professional courtesy	
SACD-Activities Principal Interview	Social and Character Development Research Consortium	PRINCIPAL	Items constructed for use in the SACD program; IES notification of use is suggested as a professional courtesy	
SACD-Activities Teacher Survey	Social and Character Development Research Consortium	TEACHER	Items constructed for use in the SACD program; IES notification of use is suggested as a professional courtesy	
School Records	Social and Character Development Research Consortium	REQUESTED FROM SCHOOL AND DISTRICT	Items constructed for use in the SACD program; IES notification of use is suggested as a professional courtesy	

Note: Use of items developed by the Social and Character Development Research Consortium should use the following citation in research reports: Social and Character Development Research Consortium (2004). *Social and Character Development Research Program Evaluation Instrument*. Washington, DC: Institute of Education Sciences, U.S. Department of Education.